DOCUMENT RESUME

ED 227 794 HE 016 044

AUTHOR Gould, Christine A.
TITLE Consider Your Options: Business Opportunities for Liberal Arts Graduates. Liberal Learning and Career Series.
INSTITUTION Association of American Colleges, Washington, D.C.
REPORT NO ISBN-0-911696-13-X
PUB DATE 83
NOTE 74p.
AVAILABLE FROM Association of American Colleges, Box LLC, 1818 R Street, N.W., Washington, DC 20009.
PUB TYPE Reports - Research/Technical (143) -- Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Business; Career Choice; *College Graduates; Employee Attitudes; Employer Attitudes; Employment Interviews; *Employment Opportunities; Employment Practices; Higher Education; Industrial Training; Industry; Job Applicants; *Job Search Methods; *Liberal Arts; *Occupational Surveys; Recruitment; Training Allowances

ABSTRACT

Information is presented for liberal arts graduates concerning employment and training opportunities in business, based on a corporate hiring and training survey, interviews with liberal arts graduates who found rewarding careers in business, job-search strategies, and corporate profiles. Results of a survey of college recruiters from 61 leading firms in a number of industries are presented regarding the qualities they seek in job applicants, the skills that help students make the transition from the college campus to jobs, and the types of positions that are most readily available to liberal arts students in their companies. Information is also presented on corporate-sponsored training programs and tuition assistance programs. Interview answers of nine liberal arts graduates employed in business provide information on the current position, liberal arts skills used in the job, and deciding on a career in business. Information on the job-search process covers the following: self-assessment, sample resumes, the interview, after the interview, keeping records, and the final decision. Profiles of 24 companies are presented, along with the employer survey questions and responses, sample resumes, and forms for self-assessment and interview evaluation. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED227794

Consider Your Options: Business Opportunities for Liberal Arts Graduates

HE 016 049

by

Christine A. Gould

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

AAC

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Association of American Colleges

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Projects and publications in the **Liberal Learning and Careers Series** were made possible in part by grants from Chevron, U.S.A., Inc.; Conwood Corporation; John Deere Foundation; Dobbs Houses, Inc.; Federal Express; First Tennessee Bank Corporation; The Ford Foundation; Holiday Inns, Inc.; International Business Machines Corporation; The Andrew W. Mellon Foundation; Schering Plough, Inc.; and the many corporate contributors to the AAC Special Fund.

ISBN 0-911696-13-X

© Copyright 1983
Association of American Colleges

Liberal Learning and Careers Series

Kathryn Mohrman, Editor

Consider Your Options: Business Opportunities for Liberal Arts Graduates, *by Christine A. Gould*

Faculty Roles in Career Advising of Liberal Arts Students, *by David R. Hiley*

Building Bridges Between Business and Campus, *by Kathryn Mohrman*

Liberal Learning and Careers Conference Report, *by Janis L. Moyer*

New Links Between General Education and Business Careers, *by Russell G. Warren*

Other publications of interest:

Career Patterns: The Liberal Arts Major in Bell System Management, *by Robert E. Beck*

The Forum for Liberal Education, *edited by Peggy Brown*
"Careers and Liberal Education" (November, 1980)
"Liberal Learning and Professional Programs" (May-June, 1982)

Public and Non-Profit Sector Employment for Liberal Arts Graduates, *by Christopher J. Shinkman*

For information on ordering these publications please write to:

Association of American Colleges
Box LLC
1818 R Street, NW
Washington, DC 20009

Contents

Introduction 1
Part I Corporate Hiring and Training Survey 5
Part II Individual Interviews 13
Part III The Search Process 25
A. Self-Assessment 26
B. Sample Resumes 30
C. The Interview 38
D. After the Interview 40
E. Keeping Records 42
F. The Final Decision 43
Part IV Corporate Profiles 47
Resources 72

We have learned by experience that when we are looking for a man or woman with executive ability to promote—and our need for managers who can move up is endless—an individual's ability to deal with abstract problems involving judgment and the ability to reason is often more significant at that juncture than any technical knowledge.

Mobil Oil Company
Business and the Rational Mind

Thinking about a career in business?

If you are like many liberal arts students, you have probably considered the possibility of a career in business. You may have been discouraged by popular misconceptions that there are few, if any, places in business for English or history or psychology majors. You may not know what positions are open to someone with your background or which industries hire liberal arts graduates. You may have wondered what courses you should take as an undergraduate to prepare for careers in different fields.

The Association of American Colleges wants you to have the information you need to explore *all* your career options. This handbook will help you learn more about the opportunities for employment and training offered to liberal arts students by corporations across the country. Each of the four sections in this publication provides a different type of information. Part I reports the results of a survey of college recruiters from leading firms in a number of industries. We asked them about the qualities they seek in job applicants, the skills which help students make the transition from the college campus to the world of work, and the types of positions which are most readily available to liberal arts students in their companies. The survey results also include information on corporate-sponsored training programs and tuition assistance plans.

Part II features liberal arts graduates who have found rewarding careers in business. You may be surprised at the relationships these individuals find between their college experiences and their present jobs.

In Part III, we reprint advice on the job search process from a variety of sources. Beginning with self-assessment and ending with the final decision on a job offer, this section provides information to help you approach the process systematically. Several items come from corporate publications.

The last part of this handbook is a series of profiles of corporations responding to our survey. While they represent only a fraction of the firms hiring liberal arts graduates, their diversity will give you an idea of the options you can consider when seeking a position in business.

We hope you will use the information in this handbook to make the most of your college years and to find a satisfying job upon graduation. There are many career paths open to liberal arts students, both traditional academic employment and a wide range of other occupational opportunities. It is up to you to plan your college studies, to research career fields, and to develop the techniques you will need to get the job that's right for you.

Are businesses really hiring liberal arts graduates?

Despite a weak economy, few college placement directors report decreases in the recruiting efforts by business—some are actually reporting increased recruiting efforts directed at liberal arts students! Four years ago, Stanford University reported only eleven companies conducting on-campus interviews with its liberal arts students. By last year, that number had jumped to 116. At Harvard, the number grew from 51 in 1975 to 110 in 1981. Dartmouth, the University of Michigan, and other institutions are reporting similar increases. What does this all mean? Several professional "career watchers" suggest the following:

Companies find that hiring recent liberal arts graduates and putting them through a training program is less expensive and just as productive as hiring MBAs.

Emmanuel Sturman
Director of Career Planning and Placement
Dartmouth College

The ideal I envision would be a situation in which men and women with a good basic background in our language, literature, history, and culture . . . come into corporations and pick up the specific job knowledge they need through corporate training programs.

Norman R. Smith
Manager
Corporate Education Group
Automatic Data Processing

People with an A.B. degree are an undiscovered secret for business . . . . They are people with a broad education background, and are motivated. They can quickly become contributing members of a business organization like ours.

Dwight L. Allison, Jr.,
President and Chief Executive Officer
Boston Company

Writing a good paper on Milton—one that's well thought-out, well researched—means that you can transfer that ability to writing a good memo or a good report for a company, something that's really scarce.

Timothy O'Brien
Assistant Director of Placement
Case Western Reserve University

Many American companies are not only hiring liberal arts graduates, they are training them in job-specific skills as well. Opportunities for job training are important for all new employees and are especially helpful to liberal arts graduates. Beyond teaching industry-specific skills which are ordinarily outside the scope of most liberal arts programs, job training helps employees learn how to use their liberal arts skills in the business environment.

Which liberal arts skills are useful in the business environment?

For too long, liberal arts students have underestimated their own worth to employers, influencing the perspective that businesses have of the liberal arts graduate. Unaware of the ways in which their talents could be used in the business environment, students often approach these careers with hesitation and uncertainty. Business looks for individuals who believe they have something to offer, people who approach their careers with confidence and enthusiasm! Liberal arts students must be aware of the skills which have been fostered by their education, understand the ways in which these skills are useful in the business environment, and communicate that information to prospective employers.

Business leaders, many of whom are liberal arts graduates themselves, are seeing the weaknesses inherent in relying solely on employees who have had exposure to only one technical or pre-professional discipline. While these individuals are important in today's technological world, there is a continuing need for the well-rounded generalist. What does the generalist offer business? Among other things:

- the ability to communicate ideas effectively—both in speech and writing;
- training in abstract problem solving;
- experience in a variety of disciplines, necessary for in-depth analysis; and
- a broad perspective with which to evaluate the implications to present achievements and future growth.

Courses in particular disciplines allow students to bring specific skills to business careers. The study of mathematics develops reasoning patterns involving quantitative relationships; courses in psychology foster an understanding of human behavior. Students who study physics have knowledge of the empirical relationships in the physical world, while classmates in political science learn about national and international political structures with which business must cooperate. Coursework in English develops orderly thought processes along with style and clarity in written work. All these skills are needed in business. The key to successful career exploration and job hunting is identifying your own strengths and relating them to successful business practices.

While a liberal education is not a guarantee that you will become a chairman of the board, observe the success of the following liberal arts graduates:

- John Carter Bacot, Chairman of the Board, *Bank of New York.*
- Willard Carlisle Butcher, Chairman of the Board and Chief Executive Officer, *Chase Manhattan Bank.*
- James H. Evans, Chief Executive Officer, *Union Pacific Corporation.*
- James L. Ferguson, Chairman of the Board and Chief Executive Officer, *General Foods.*
- Gerald Laubach, President, *Pfizer, Incorporated.*
- Rawleigh Warner, Jr., Chairman of the Board and Chief Executive Officer, *Mobil Oil Corporation.*

What's the long-term career outlook for liberal arts majors in business?

Although liberal arts majors can expect to have a more difficult time than their technically trained classmates in finding entry level positions, evidence suggests that they experience considerable success over the course of their careers. Industry-specific skills may be at a premium in entry level positions, but mid- and upper-level managers make greater use of general liberal arts skills in public speaking, writing, human relations, and overall decision-making.

A study conducted by the American Telephone and Telegraph Company found that liberal arts majors on the whole achieved greater managerial success than more technical or pre-professional majors. The study (reported by AT&T vice president Robert E. Beck in *Career Patterns: The Liberal Arts Major in Bell System Management*) followed the career progression of managers over a twenty-year period. The long-term figures showed that 43 percent of the *humanities* and *social science majors* achieved at least the fourth level of AT&T's management hierarchy—a measure of considerable success. Comparable percentages for business majors and engineers were 32 percent and 23 percent respectively. Beck attributed some of this success to the superior performance of liberal arts majors in communication, administration and leadership. His advice to liberal arts graduates is:

> There is no need for liberal arts majors to lack confidence in approaching business careers. The humanities and social science majors in particular *continue* to make a strong showing in managerial skills and have experienced considerable business success. We hope and expect this to continue.

Where do you go from here?

The rest of this handbook contains useful information about job prospects in general, about the hiring policies of individual companies, and about the experiences of liberal arts graduates who are currently employed in a variety of business fields. Make use of the information provided here and in the references listed in the back of the handbook. Visit your college career planning and placement office. Evaluate your needs and your skills to find a career that's right for you.

Part I
Corporate Hiring and Training Survey

In order to learn more about general trends in hiring as well as specific career opportunities available to liberal arts graduates, AAC surveyed a total of 206 corporate college recruiters. Although the results of the survey are not necessarily representative of the hiring trends of all companies, they provide insights into the recruiting and hiring patterns of various companies across a number of industries. These insights will be helpful to you in your job search. This section presents the results of the survey, first in narrative form and then in the actual responses to survey questions.

The 206 surveyed companies were chosen because of their size and national recruiting practices. They include the top 100 companies of the Fortune 500, the top 10 banking corporations in the United States, as well as a range of companies in a variety of industries. A total of 61 completed surveys were returned, with 39 of the responding companies hiring at least 10 percent liberal arts graduates annually. Seventeen of these hire less than 10 percent liberal arts graduates, and five survey forms were unusable.

For the most part, the responding recruiters work for large, nationally recognized businesses. The industries they represent include banking and finance, consumer goods, light construction materials, retailing, computers and high technology, insurance, chemical and energy production. Firms in all these industries hire liberal arts graduates.

Students often think that their career options are limited to the kinds of businesses that recruit on their campus. While representatives of these industries may be more readily available to students, they do not represent the only career choices available in business. Our survey results, as well as conversations with recruiters, career counselors and recently hired liberal arts students, suggest that while liberal arts majors are in the minority in terms of overall hiring, they hold positions in almost all companies across all industries. The responsibility of the job hunter is to research those opportunities which exist, to match skills with employment prerequisites, and to use aggressive, creative techniques in presenting their qualifications to prospective employers.

The results of the survey are printed at the end of this section. Used in conjunction with the other parts of this handbook, the survey results should assist you in sharpening your job search techniques and selecting companies for your attention and research.

Which liberal arts majors are preferred by recruiters?

Of those companies hiring at least 10 percent liberal arts graduates per year, nearly half reported no preference among different liberal arts majors when they hire for entry level positions. Among those recruiters reporting a preference, 28 percent cited English, 23 percent cited economics, 20 percent cited math and 15 percent cited chemistry. Other majors identified by recruiters were speech and communications, political science, physics, sociology, psychology, art, journalism, music, and computer studies.

Which courses help prepare liberal arts students for entry level positions?

In the section of the survey dealing with training opportunities, we asked those recruiters hiring at least 10 percent liberal arts graduates per year to identify specific courses which they believed help prepare students to enter training programs or entry level positions within their companies. It must be noted that these disciplines were *not* identified as preferable majors, but rather as areas of study which help to round out academic programs in the eyes of employers. The subject area ranked most frequently was English,

noted by 35 percent of the recruiters. Other frequently cited disciplines included economics (25 percent), communications and speech (25 percent), computer studies (25 percent), math (23 percent) and business (23 percent). Other disciplines which were cited, but less frequently, were political science, physics, psychology, chemistry, statistics, art history, journalism, accounting, and engineering.

Which factors do recruiters consider most important when reviewing an applicant?

We asked recruiters of liberal arts students to evaluate a list of factors important to the employers' decision-making process. Recruiters were offered a list of eight commonly identified factors and were asked to assign each a rating of "very important," "somewhat important," or "not important." The results of their evaluation suggest ways in which you can enhance your attractiveness in the eyes of employers. They may also aid you in the composition of an effective resume and cover letter.

The most important quality of any applicant was communication skills, cited as "very important" by 97 percent of the survey respondents. Its importance has been confirmed in our research of employers, career counselors, and company employees. Surprisingly, most liberal arts students take this skill for granted and do not emphasize their strengths in writing and speaking when making job applications. Over half of the survey population reported that good grades are "very important" in the decision-making process. There is still no substitute for excellence. Work experience, such as summer, part-time, and campus jobs, was judged to be "very important" by over one-third, as was breadth of academic experience. Extracurricular activities and unusual achievements in recent years received a rating of "very important" by just under one-third of the respondents. Previous experience with the company (referring to part-time positions, summer jobs, and internships) was evaluated as "very important" by just under one-fifth of the survey respondents.

What job search techniques do recruiters consider most effective?

The survey also asked recruiters to evaluate eight job search techniques frequently used by college students. Each technique was described as "very effective," "somewhat effective," or "not effective." The responses should help you evaluate techniques for your own job search. Keep in mind, however, that no one technique has been proven superior to all others in all industries. Use your judgment, persistence, and creativity in formulating the most effective strategies for you.

Ninety-four percent of our surveyed recruiters reported that personal interviews were the most effective job search technique. This overwhelmingly positive response suggests that students should be diligent in their attempt to secure interviews with prospective employers. Our conversations with employment specialists have confirmed that this fact is especially important for liberal arts students. A personal interview gives liberal arts students the opportunity to demonstrate their oral communication skills and interest in the job. It also provides a setting in which to market liberal arts skills as valuable assets in the business environment.

Other favored job search techniques were personal recommendations by current company employees (cited by 35 percent of the recruiters), individual inquiries by phone or letter (cited by 25 percent), and recommendations by college personnel (cited by 23 percent). Less frequently endorsed methods were job descriptions sent to colleges, job fairs, newspaper ads, and employment agencies.

What types of positions are open to liberal arts graduates?

Many liberal arts students are under the impression that they will only be considered for positions in sales and personnel if they approach a career in business. For the most part, our respondents indicated a variety of positions open to liberal arts graduates. Included in this list are credit analyst, merchandiser, underwriter, marketing representative, human relations manager, purchaser, department manager, portfolio manager, accountant, and public relations manager

Naturally, some of the positions identified by recruiters require some specialized background in a specific discipline, yet most were available to liberal arts graduates regardless of major field. All are within the grasp of the liberal arts major. Remember, these are just a few of the positions which are open to liberal arts majors in large corporations; your own research should uncover many more. The key to your opportunities in

many of these positions may not be your specific academic background but rather the availability of corporate sponsored training.

What about training?

Over two-thirds of the recruiters from firms hiring liberal arts graduates reported that their companies offer at least introductory training to all newly hired employees. Slightly over 28 percent offer training only to a select group of employees entering specific positions within the company. The remaining five percent reported offering no training at all.

In requesting specific information about training programs, we found that most companies sponsor a range of varied and often specialized programs. Typically, employees enter a short-term training program followed by more job-specific training in a particular area of the company. The specific training may last anywhere from a period of several weeks to a year or more. A number of companies across various industries enroll employees in rotating training programs. These programs introduce employees to a wide range of company activities and employee functions. They also help employers place recently hired graduates in positions which are appropriate to their abilities and personal preferences.

Liberal arts students should not be discouraged if they discover that a company offers no formal training program. Well monitored on-the-job training can also be valuable in helping recently graduated students adjust to the working world. In most cases, on-the-job training assigns a new employee to a "mentor" in the business environment. This supervisor guides the employee through the first weeks (and in some cases months), easing the transition to new routines and unfamiliar tasks. Gradually, the employee relies less on the mentor. With growing independence, most employees find that they are rewarded with increasing responsibilities and a broader scope of activities.

Beyond in-house training, the vast majority of our survey respondents reported that their companies offer tuition assistance plans for those employees who are interested in taking courses. Some of these courses may, in fact, be job-specific skills seminars offered through their organizations or by other companies. For the most part, however, students are enrolled in individual college courses or full-time graduate degree programs. While some companies restrict tuition assistance to those courses directly related to improving job performance, many companies encourage their employees to enter programs which will help prepare them for future advancement, often in business, law, and engineering.

Conclusions

In reviewing the survey responses and personal comments of the corporate recruiters participating in our project, we found a number of valuable insights which shed light on the mysterious, and often frustrating, task of the liberal arts job hunter.

Despite the discouraging economic situation which has resulted in substantial hiring cutbacks by many corporations, job opportunities continue to become available for qualified candidates. Although many companies now direct a greater percentage of their recruiting activities towards students with technical and pre-professional majors, businesses still hire liberal arts majors for entry level positions.

Students interested in business careers need not be convinced that business is the one and only career path which is right for them. The important point is to keep your options open and to explore opportunities in business along with other career possibilities. Spend the time assessing what you really want to do, the kinds of skills and personal strengths you want to put to use, and the kind of environment in which you will be comfortable and happy.

Once you are clearer about your personal goals and strengths, begin researching those companies which have shown positive hiring policies towards liberal arts graduates in the past. This research should realistically include both large multinational corporations and smaller local businesses. Get to know what these companies look for in employees (your career counselor may have some advice), and explore the courses you could add to your academic program that would make you more attractive to employers. Courses in English seem to be valued throughout many industries, but there are other more specific courses which you can easily fit into a general liberal arts program.

It is of utmost importance that you make use of your self-assessment and research in preparing to market yourself as a potential employee. Effective marketing means that you have thought about the ways in which your skills can be used

by your employer, and that you can communicate that understanding in a clear and enthusiastic way. It means that you actively seek personal interviews, taking advantage of the opportunities which already exist to interview on campus. Encourage your career counselor to invite companies to visit your institution. Write to the college relations or personnel departments of those companies which interest you to request a personal interview at the company headquarters. The interview will be your opportunity to sell yourself and your skills.

This handbook is not intended to present an overly rosy or unrealistic picture of the opportunities in business for liberal arts graduates. It is intended to help you explore options which you may not previously have considered, and to suggest practical methods for conducting a successful process of career exploration and ultimately finding a satisfying job.

Above all, we ask that you approach your job search with optimism and enthusiasm. Your liberal arts education has fostered many strengths and skills. Identify your strengths and recognize the ways in which you may use them productively in the years to come.

The Survey

The following questions were included in the survey sent to over 200 corporate recruitment personnel. The questions were designed to examine business career opportunities for liberal arts/sciences graduates, with specific emphasis on management training. We were interested in knowing about programs which include or are specifically designed for liberal arts/sciences graduates, which majors or courses enhance students' records in the eyes of employers, and which industries offer the greatest opportunities for business training.

For the purpose of the survey, liberal arts/sciences graduates were defined as those whose academic programs have been based on courses within the humanities, social, and physical sciences. Typical *liberal arts/sciences* majors include English, history, philosophy, economics, political science, psychology, biology, chemistry and mathematics. Among those majors typically considered to be *technical/pre-professional* are business, computer studies, and engineering.

A. General Information:

1. Number of responding companies: 61
   Number of usable responses: 56
2. Respondents grouped according to number of employees:

1-5,000	5 (8.9%)
5,000-15,000	6 (10.7%)
15,000-25,000	11 (19.6%)
25,000-50,000	16 (28.5%)
More than 50,000	17 (30.3%)
Unreported	1 (1.7%)

B. Hiring Practices:

1. Looking at your hiring trends over the past three years, what is the approximate number of recent college graduates (those who have received their undergraduate degrees within the last five years) hired by your company per year?

1-50	11 (19.6%)
51-100	10 (17.8%)
101-200	6 (10.7%)
201-500	17 (30.3%)
500+	11 (19.6%)
Unreported	1 (1.7%)

2. Approximately what percentage of these graduated with *liberal arts/sciences* degrees?

0%	4 (7.1%)
1-9%	13 (23.2%)
10-25%	23 (41.0%)
26-50%	7 (12.5%)
51-75%	3 (5.3%)
76-100%	4 (7.1%)
N/A	2 (3.5%)

3. Of those *liberal arts/sciences* majors, are there any particular majors which are preferred over other liberal arts/sciences majors?

Accounting	1	Economics	10	Physics	2
Art	1	English	14	Political Science	2
Art history	1	Geology	1	Psychology	4
Biology	1	Journalism	4	Science	2
Chemistry	9	Mathematics	13	Sociology	1
Computer	3	Music	2	Speech	3
Design	1	Philosophy	1		

4. Please evaluate the following factors as they contribute to your hiring decision-making process.

	very important	somewhat important	not important
Good grades	31	19	0
Specific coursework	24	13	7
Breadth of academic studies	14	35	2
General work experience	22	26	2
Communication skills	47	4	0
Extra-curricular activities	11	35	5
Previous experience with the company (summer jobs, etc.)	15	24	10
Unusual achievements in recent years	12	37	1

5. Please evaluate the effectiveness of the following methods of recruiting students for positions within your company.

	very effective	somewhat effective	not effective
Recommendation by college personnel	14	31	5
Campus interviews	48	2	0
Job fairs	4	29	15
Newspaper advertisements	1	26	22
Employment agencies	2	14	31
Job descriptions sent to colleges	9	29	9
Recommendation by company employees	13	38	3
Individual inquiry by applicant	12	38	3

C. Training Programs:

1. Does your company provide on-the-job training to all recent graduates or just those entering particular jobs/areas?

   a. All recent graduates: 30
   b. Only those entering certain jobs/areas: 17

2. Does your company provide for educational assistance for recently hired employees in external training programs (seminars, workshops, classes)?

Yes: 37

No: 9

If Yes, what types?

Workshops/skills seminars	11
College/graduate courses and programs	49

3. What specific courses/majors contribute most to prepare *liberal arts/sciences* graduates to enter your training programs or entry-level positions?

Accounting	6	English	19
Advertising	1	Journalism	1
Art history	1	Management	1
Business	4	Mathematics	14
Chemistry	3	Music theory	2
Communications	2	Physics	2
Computer science	14	Political Science	1
Design	1	Psychology	2
Economics	9	Speech	12
Engineering	3	Statistics	2

4. In what types of positions/functions do trainees and entry-level employees enter your company?

Accounting
Advertising
Administrative management
Assistant department manager
Branch manager
Chemist
Claim adjuster
Commodity merchandiser
Computer systems/Data processing
Corporate communications
Creative design/Writing
Credit analyst
Customer service
Division superintendent
Finance/Accounting
Human resources
Industrial relations
Inventory control
Loan officer
Manufacturing
Marketing
Operations management
Personnel
Public relations
Purchasing
Sales
Technical writer
Underwriting

Part II
Individual Interviews

This section presents nine examples of recent liberal arts graduates who are now successfully employed in business. As undergraduates, they majored in history, literature, psychology, Russian studies; on the job, they hold such titles as account manager, commodities treasurer, trust officer, executive recruiter. They work for businesses as diverse as a real estate developer and a paper company. In each case, we asked about their decision to work in business and the process by which they found their positions. They also discuss the skills developed as students that they apply at their jobs.

Nine individuals, of course, cannot represent all industries, all job categories, or all liberal arts majors. Even if your background and interests are not represented, however, you will find good advice to apply to your own job search.

Religious Studies • Fine Arts • Chinese • Linguistics • Art History • Latin • Economics • Anthropology

Dan McNerney

Yale University 1978
Major: History

Company: Cargill, Incorporated
Position: Assistant Merchant, Molasses

Describe Your Current Position

I merchandise molasses in the international market for Cargill. Although the company trades in molasses all over the world, my particular job involves merchandising in Latin America. People don't usually realize what an important commodity molasses really is. They assume that it's mostly used for human consumption, when in fact that only accounts for about one percent. Over half the world's use of molasses is in cattle feed. That's pretty surprising to most people.

The best way to describe my job is to say that I'm a trader. The idea is to buy low and sell high, which can be very difficult when the market's constantly jumping up and down. In the domestic market, we typically buy molasses from someplace like Nicaragua or the Dominican Republic. We ship it to the United States, barge it upriver, put it in a terminal and sell it by truck to the farmers. Internationally, we buy a boatload from Nicaragua, let's say, and then sell that same boatload to a company in Puerto Rico. People usually say that I'm just a middleman, but I'm more than that. There are many different factors which affect prices—inflation, presidential decrees, and monsoons, just to name a few. I'm in the market assuming a lot of risk, and that risk-taking is something that a buyer in Puerto Rico doesn't want to subject himself to. We at Cargill have the means to predict and monitor all the different factors which affect price more efficiently than the buyer can. We assume the risk and enable Nicaragua and Puerto Rico to buy and sell molasses at a good price.

Deciding Upon a Career in Business

I was not always decided about a career in business; in fact, during most of my college career I was intent upon studying law. During the period when I was in college there was heavy emphasis on entering one of the professional fields, like medicine or law. In a lot of ways I was caught up in that. Eventually I started looking at business, and I found I was really attracted to Cargill. There's something very appealing to me about the concept of moving people's basic food materials around the world. People have been involved in that for years and years. I think that appeals to me as a history major. I also really admire Cargill's hiring policies. It's a company that places a tremendous amount of importance on the individual. I remember my first year with Cargill, there was a Chinese history major on my left, a biology major on my right, and an English major down the way. It was a very comfortable environment for me. I would do the same if I were running my own company.

What Liberal Arts Skills Do You Use in Your Job?

There are a number of skills which I use now that relate to my education. One of the most important is an appreciation of the ins and outs of the governing body of a country. When you're trading with a country, in molasses or anything else, you must understand the relationship between government and business. As a history major I think that I have a broader perspective with which to evaluate the social, political, and economic structures of a country. That's very important to the kinds of decisions I have to make on the job. An exposure to historic development gives you a better understanding of the different ways in which governments and businesses react. Also, as a history major I was taught how to formulate opinions and arguments. If you're going to risk one or two million dollars you've got to be able to convince people that you're making a sound decision. The other important aspect of my job is being comfortable with risks, and that's something which no major can prepare you for.

Training

Cargill doesn't place a lot of emphasis on formal training. Orientation is just a week or two. The Cargill method of training is akin to the idea of apprenticeship—you hire people and teach them what they need to know while they're on the job.

Advice

The last thing that any liberal arts graduate should do is to assume that all business careers are the same. I would ask people to be wiser than that, to break different business careers down into categories. They may surprise themselves by finding that there's a field that they're really interested in, and it just happens to be in business. If the field interests them, they'll do well and be happy. That's what happened to me!

• Italian • Biological Sciences • Linguistics • Art History • French • Physics • Drama • Psychology •

Beth Michelman

Connecticut College 1980
Major: American Studies

Company: Brenneman Associates, Inc.
Position: Project Sales Administrator

Describe Your Current Position

I have an administrative job with a real estate company specializing in condominium development and sales. There are two facets to my current position—one marketing, the other administrative. In the marketing facet, my job is to coordinate the efforts of various people involved in opening a new sales office. That involves meeting with ad agencies, designers, graphic artists, and interior decorators. It also involves editing copy and overseeing brochure design. The idea is to orchestrate the efforts of all these people so that we can have a successful sales opening.

My administrative duties involve keeping accurate sales reports on each condominium we've sold. I record the number of sales, cancellations, and settlements. I also do some analysis of why people buy at certain projects, when they buy, and how different financing packages affect peoples' buying habits.

Deciding Upon a Career in Business

After graduating from college with a degree in American Studies and substantial coursework in child development, I decided to come to Washington D.C. to look for a job in social services. I was particularly interested in organizations dealing with children's rights. After a fair amount of looking and talking to a lot of people in the field I saw that there were very few job opportunities for me at that time. I realized that I had some decisions to make. I knew that I wanted to stay in D.C., so I began looking at the ads in the newspaper. I had already decided to broaden my search to include business, but wanted a position where I could use my good oral and written communication skills. I answered an ad that Brenneman Associates had placed, looking for an administrative assistant, and got the job.

What Liberal Arts Skills Do You Use in Your Job?

The skills which I rely on most are the ability to think clearly, the ability to make distinctions, and the ability to communicate clearly. As an administrative assistant I needed only the simplest of skills to get the job done. However, being eager to learn, working in a small and flexible environment, and having broad liberal arts experience enabled me to take advantage of opportunities to develop professionally. In less than two years I have assumed much greater responsibility, changed job descriptions three times, and have become a limited partner in the firm. Being able to grow into new positions has been very important in keeping me satisfied with my work.

Although it may not seem important, writing business letters, brochure copy, and recommendations is highly valued in the business environment. So is understanding people. In a tough housing market, it's important that someone in my position be sympathetic to the salesmen and give them the professional support they need. Experience with a variety of people and ideas is helpful in developing a good working relationship with people in business.

Training

My training at Brenneman Associates was on-the-job. I began working with one woman who taught me the ropes; the rest was on my own. In a small office, training tends to be very tight and very good. You also have the opportunity to see how everyone fits into the picture and what they do, from the president all the way down. You learn a lot about business that way.

Advice

The most important piece of advice I can give is for students to leave their options open. That's especially true in today's tough job market. I recommend working for a small company, at least to start, especially to those students who aren't sure about a career in business. In a small firm you get the opportunity to see the whole operation, not just the workings of a particular division. It's the best way to see what makes a business tick.

As far as real estate is concerned, students should remember that buying and selling is what it is all about. Housing is a very controversial issue, and that can make it exciting, but students who are interested in housing from a more theoretical approach might be happier trying one of the national housing associations or government agencies. If a student is interested in the buying and selling of property, the development of land, commercial investments, learning about tax law, marketing, investments or sales, real estate is a field they should certainly explore. It's a field where a liberal arts major can do very well.

• Spanish • Literature • American Studies • French • Greek • Sociology • Black Studies • Chemistry •

Jonathan Marshall

Colgate University 1980
Major: English

Company: Thilmany Pulp and Paper Company
Position: Sales Representative

Describe Your Current Position

I am a sales representative for Thilmany Pulp and Paper Company, an arm of the Hammermill Paper Company, producing specialized industrial paper. I am responsible for maintaining sales of $10 million as well as identifying new opportunities and developing new business. It involves covering territory from Philadelphia and eastern Pennsylvania through New Jersey, down to South Carolina. As you can imagine, in the course of my work I come in contact with a lot of different people in different businesses and cover a lot of ground.

Deciding Upon a Career in Business

At Colgate, the emphasis is on broad general education and on making students aware of a variety of academic areas. I decided to major in what I was most interested in and seemed to do well, which was English. I was always fairly interested in business. All my relatives have pursued business careers, business was discussed very often at home. Because of that I was aware of the field and interested in it. As a result of my parents' urging, I spent my summers from the age of sixteen working. All in all I acquired experience in lots of different areas of business, from factory work to office work. That varied exposure also increased my interest in the career options available in business. I have never seen a contradiction in being an English major and at the same time looking forward to a business career.

I began looking at positions in sales because my dad, and others, told me that sales is really where the action is. I knew that if I wanted to get in to business, to see what it was really like, sales would get me into the thick of it. I also see sales as a path to middle and upper management. Success in sales is a very direct way of showing a company that you are an asset, that you are valuable. Thilmany is now encouraging me to get my MBA at night (with their financial assistance),

and that will also help my career in the long run. A general background in business at this point will help tighten up some of the loose ends and help prepare me for decisions I'll have to make farther down the line.

What Liberal Arts Skills Do You Use in Your Job?

Definitely writing! As an English major I had to write so much over the years. That training has helped me learn how to write clear sentences as well as how to use vocabulary effectively. People tend to think that business is all numbers, but I do a lot of writing in my job. I write quite a lot of memos both to people within the company and to our clients. Writing is a business skill that I can trace directly back to my English major.

Training

Thilmany has its own training program which basically involves six weeks of orientation. During that period you are introduced not only to the company's products, but also to people within the company. They also sent me to a three-day Xerox Selling Skills Seminar, which was very valuable. It's a very intensive training program, with only six people per training group. Later, Thilmany sent me out to work with other sales representatives in other districts. The idea is that you get your feet wet slowly and then go off on your own.

Advice

As far as getting a job, I advise that students get as many things as possible on their resumes, experiences that indicate an interest in business. The fact that I had had all those summer jobs, especially a position as marketing research assistant, proved to be the ace-in-the-hole when it came time to interview.

As far as college courses, do what you want to do, and make sure you do it well. Show a history of achieving!

Political Science • Statistics • Greek • Sociology • International Studies • Mathematics • Geography •

Kristine Olson

University of California, Santa Barbara 1976
Major: Literature
University of Virginia, MBA 1979

Company: Bankers Trust Company
Position: Assistant Treasurer, International Department, Mexico Desk

Describe Your Current Position

Technically I'm considered a relationship manager. I manage a given number of accounts, usually banks or governments in Latin America. That means I'm primarily involved in what's called wholesale banking, dealing with import-export and development banks in that region. There is a certain amount of credit analysis in what I do as my basic function is to lend money to these banks and then manage their accounts. Some of the countries which I've been assigned to have had serious economic problems and have, in effect, gone bankrupt. In those cases I am involved in negotiations with the countries on behalf of international banks.

Deciding Upon a Career in Business

I decided on a career in banking partly by chance. I had been interested in doing something which related to international affairs, but I wasn't very focused about what that might be. I knew very little about the field overall, but was very interested in finding out as much as I could. I wrote away to some banks, inquiring about the training programs which they offered and how receptive they were to people with little specific business background. I received varying responses. In the letters which I sent out I had indicated that I was thinking about going for my MBA. I learned that it was certainly possible to enter a position in banking as a management trainee with a BA. I also was told that having an MBA would certainly not hurt my chances and would give me a broad, overall background for business. It would also be a sign of my commitment to pursuing a business career. I don't think of it as a necessity, but it does seem to enhance your credibility. In the end, I decided to go back to school for the degree, and I began working for the bank after that.

What Liberal Arts Skills Do You Use in Your Job?

The key to a great deal of what I do is writing. Having been a literature major, I wrote a lot in college. Although I don't write the same amount, in terms of volume, the skills I learned certainly come in handy! I think that having a broad background has been helpful as well. People with specific, focused backgrounds have an advantage in one way, but I think that it's one that can be overcome by liberal arts majors. Most of the specific skills you need for business you learn on-the-job—and the broader your background, the greater your insight. More important than your particular undergraduate training is your initiative, drive, and motivation.

Training

Coming to Bankers Trust with an MBA, you go through a very abbreviated training program. I went through one advanced accounting course (which was mostly refresher work), a short credit course and a one-month basic introduction to banking services. Most BAs at the bank go through a one year training program which covers credit analysis, money markets, and the like. It's much broader, and in many ways it is a weeding-out process.

Advice

If you're not sure what you want to do after college, you needn't feel you have to jump into anything right away. Try something new over the summers or in part-time jobs. Take a look at what's available out there. I took a few years off after college. I traveled and then I worked for about a year with a non-profit association. I gave myself some time before I committed to a certain career path. The best advice is to talk to a lot of people who are doing the kinds of jobs you might like to do. Most people enjoy talking about their work and are really quite honest about the pros and cons of their particular position.

Mark Glimmerveen

St. Olaf College 1979
Major: English
Minor: Business

Company: Cargill, Incorporated
Position: P.M.D. Area Merchandiser

Describe Your Current Position

My job involves merchandising grain from elevators in Nebraska, Iowa, and Missouri to the best markets. In total, we work with about 65 to 70 million bushels of corn, soybean, milo, wheat, oats, and other grains. Cargill managers buy it directly from the farmers and then I, with their assistance, merchandise it to the best markets.

Deciding Upon a Career in Business

I started out trying to get into a pre-med program, with the hope of eventually becoming a doctor. As my college career went on I realized that my forte was business, and by my junior and senior years I had started to take more business courses. We have a great career planning and placement office at St. Olaf. They helped me to explore different fields and I just kept coming back to business. Eventually, I chose Cargill.

Luckily for me, the placement office was very thorough as far as presenting options. They were also very honest about telling me what my chances were with certain positions in certain fields. If my counselor hadn't told me about Cargill I probably wouldn't have interviewed with them. The counselor filled me in on what they were looking for, and that really helped when it came time for the interview.

What Liberal Arts Skills Do You Use in Your Job?

English has helped me to organize my thoughts on paper and to express myself clearly—skills that carry over very well into business. At Cargill, I am continually writing wires on telex. They are short and must express *exactly* what I'm thinking. Being able to write clearly and concisely is very important.

The business courses I took in college were quite helpful but general in nature. In my position it helps to be flexible and adaptable to different conditions. If your business education is rigid, I don't think you're as able to adapt to changes. You have too many preconceived notions of what's "supposed to be." As far as I'm concerned, the main asset of a liberal arts education is variety. Also, because of the size of my college and the smaller student/faculty ratio, I think I developed a closer relationship with my professors. As a result I think I learned more.

If I had it all to do over again, I might even add more variety to my college program. I think it's important to experiment. You won't get an A in every course you take, but you give it a shot. You learn how to handle success and failure. You're not going to be right every day in business either. I think that liberal arts prepares you for new things, even for living with possible failure. I think that's important.

Advice

I think that liberal arts students should keep in mind that there are no set requirements for success. The wider your base of education, the better off you'll be. I wouldn't want students to lock themselves into something specialized too early in the game. Students come to college with certain expectations, certain dreams, and as a result they don't always explore their options. They lock themselves into certain job markets, and if those markets are bad when they graduate—even if they're good students—they limit themselves.

Eric Verhave

Cornell University 1980
Major: Spanish

Company: Chesebrough-Pond's, Inc.
Position: Key Account Manager

Describe Your Current Position

Key account manager is a sales position servicing small, independent businesses such as groceries or drug stores. I have been assigned to these accounts in Brooklyn and Queens, New York. Since most of the stores in this territory already carry some or all of our products, my job is to get them to do a better job of promoting our products. That, in turn, means they will buy more from us. I help store owners with displays, ads, various promotional activities, and of course I take their orders. I have a sales quota which I must meet every quarter and a manager to whom I report once or twice a week, but basically I do everything on my own. I am also always looking for new accounts in my territory. If I pass a new store, or perhaps an older one which is enlarging its business, I'll stop in. I'll see how much business is being done and try to get an order. Usually an account like this will be ordering through a wholesaler rather than directly from us. Although it's cheaper to order directly from us, we require businesses to order in sufficient volume, and that's not always possible for a small store.

Deciding Upon a Career in Business

When I went to college I was fairly certain of becoming a Spanish major. I had always enjoyed studying languages and had done well. Spanish was my favorite and so it seemed a natural choice of major for me. Originally, I had thought of using my Spanish as a teacher. Both my parents are teachers and I had always thought of going into the field. However, there are very few positions open for teachers these days, and what opportunities do exist don't pay very well. Then I thought of going into business—there are opportunities to use Spanish in international business as well as in areas like New York City which have a large Spanish-speaking population. That's how I started thinking about business, but soon I broadened by search. I talked to some friends about sales because I thought I might like the independence salesmen have. Although similar companies did recruit at Cornell, Chesebrough-Pond's did not. I was introduced to an executive there through a friend of my parents. I liked what I heard, I interviewed, and I was offered a position.

Training

Training for a sales position like mine is pretty much on-the-job. In my first position, which I held for a year, I didn't have my own accounts and I didn't do any direct selling. For the first week, I worked with my manager, then I picked up what I needed to know as the weeks went by. All that prepared me for the position I have now.

What Liberal Arts Skills Do You Use in Your Job?

The main thing is that I rely a great deal on communication skills. In that regard, liberal arts graduates have an advantage. As a salesman you are absolutely dependent on your ability to communicate. You have to deal with many different people

every day. Although I don't use my Spanish on the job, being trained to communicate in another language only enhances your communication skills in general. My college seminars also helped to develop my communication skills as well as my ability to be open-minded. Being open-minded is very important in a sales position where you have to cope with many different situations and problems. I think that's what liberal arts is all about.

Advice

I really didn't know what I wanted to do when I finished college, but I did have an open mind about all the possibilities that were out there. I think it's important for liberal arts graduates to look into everything that comes along. Sooner or later they'll see something they like. Sales is for those people who want to be independent and who like to set their own schedules every day. In a lot of ways it's like running your own business, because you really feel in control of your career. I would recommend that liberal arts graduates look at sales position when they start exploring career possibilities.

• Black Studies • Chemistry • Art • Japanese • History • Fine Arts • Chinese • Geology • Classics •

Laurie Hirschhorn

Connecticut College 1977
Major: Russian Studies
Minor: Dance

Company: Bankers Trust Company
Position: Assistant Trust Officer, Private Clients Group

Describe Your Current Position

My first position with the bank was what is known as an administrator. I worked for an officer on estates and trusts. I came to the job with a degree in Russian Studies and no real experience at all. When I was hired, the bank was looking for people with broad-based backgrounds, people with liberal arts degrees. They were also looking for people who were "good with people."

My current position is administrative officer for the trust accounts. I work with an investment officer who does the actual portfolios and investments. I take care of everything from interpreting trust agreements or wills, setting up accounts, making sure that remittances and taxes go out, as well as doing some hand holding for clients. I interact with a lot of people every day, not only clients but attorneys and other officers as well. I also work on special internal department projects.

Deciding Upon a Career in Business

While I was in college I had done a brief internship with a bank, and while it helped me find out that banking is more than cashing checks and making deposits, I don't think it had a great deal to do with my getting the job. The internship was important because it got me interested in the field. I was also unsure of what division I would like to work in. During my second interview I was asked "Do you like working with numbers or with people?" I said people, and I think that's why I was placed in the trust department.

What Liberal Arts Skills Do You Use in Your Job?

I do a lot of writing in my job, but mostly I rely on the general knowledge that I gained at college. In filling a position like mine, the bank looks for someone who is generally skillful and tactful—someone who can read a trust agreement, deal with attorneys, and read and interpret the law. My major itself, Russian Studies, has absolutely no direct relation to what I do, except that it's a good conversation piece. People like saying that their trust officer studied Russian and dance!

Advice

It's a little difficult for me to give advice to students who are looking for jobs in a tight market, especially when I found a good job relatively easily and didn't need any formal training. Personally, I wish that I had taken a wider variety of courses when I was in college—art, music, and English. Once you get a job it's rare that you get that opportunity again. In business, and banking especially, there are lots of opportunities to learn on-the-job or to go into specialized training programs, so why spend your time in college doing that? Some of the people I work with are back in school now, getting MBAs, but almost all of them have liberal arts degrees. My education has definitely been an asset in my career.

• Mathematics • Geography • English • Religious Studies • Linguistics • Art History • Latin • Econom

Dara Buckner

University of Maryland 1977
Major: English
Minor: Journalism

Company: *U.S. News and World Report*
Position: Renewals and Collections Supervisor

Describe Your Current Position

My position as renewal and collections supervisor is within the department of circulation marketing. I am responsible for developing the most cost effective and successful methods of renewing unique groups of subscribers. There are many ways a person can subscribe to a magazine—by filling out a subscription card within an issue, as a result of a direct mail campaign, after seeing a space ad in another publication, after being approached by a salesman, through a publishers clearinghouse, or as a gift subscription. The way people subscribe usually determines how they'll behave in renewal. Voluntary subscribers, those who make the effort of filling out cards, etc., have a higher renewal rate than those who were solicited in other ways.

There's really quite a science to renewal marketing. All the information pertaining to each subscriber is kept by a computer service bureau used by most magazines having 10,000 or more subscribers. The detailed records kept on the computer provide the magazine's renewal marketing people with reports. These reports help determine cash flow, circulation rate base, and other factors which you need to know in order to develop effective renewal strategies.

Deciding Upon a Career in Business

I didn't really decide upon the career I'm in now. As an English major with a journalism minor I was interested in a job where I would have the opportunity to write. My long-range career goal was to be a journalist. My first job was in the production department of a small legal publishing firm. I learned a lot

in that position, including design and paste-up. I also developed management skills. Eventually, I was offered the position of assistant editor in a new publication which they were developing. Unfortunately, it did not involve the kind of writing that I was interested in, and I wasn't entirely satisfied. A friend of mine who worked for *New Republic* heard about a job opening there in the publisher's office which seemed right for me. Although the position involved more secretarial work than I had imagined, I saw it as an opportunity to mesh my communication and business skills. I worked hard, and when a new publisher came in I was offered the position of assistant circulation manager. My career has wandered here and there since that time, and has included a three-month reprieve from work altogether. Needless to say, I ended up here at *U.S. News and World Report*.

What Liberal Arts Skills Do You Use in Your Job?

Quite clearly, I depend heavily on my communication skills. It is important that I be able to present ideas articulately, both in person as well as in writing. Analysis is also very important—not quantitative analysis per se, but the ability to break down the "big picture" into its component parts. The whole liberal arts paper-writing process really helps at developing that type of analytical skill. Researching topics, organizing thoughts, and putting them down in writing has been good training.

Advice

Basically, I would encourage students to set some career goals early on. If students are interested in a career in publishing or business in general, I think it's important that they supplement their liberal arts program with strong support in the foundation courses in economics, statistics, computers, and marketing.

If a student is really interested in a career in the publishing field, I would advise starting at a small magazine. There's usually lots of room for lateral movement once you're in, and you'll learn a lot more about the business as a whole so you can see if it's really right for you. I would also add that I think that publishing is an especially good area for women.

Philosophy • Italian • Biological Sciences • American Studies • French • Physics • Drama • German •

David Porat

State University of New York, Binghamton 1980
Major: Psychology

Company: Bloomingdale's
Position: Executive Recruiter

Describe Your Current Position

My primary responsibility is to be involved in entry-level hiring. Basically, I screen all the resumés that come into Bloomingdale's. Based on our needs, I invite qualified applicants to come to New York where I conduct a preliminary interview. I'm also involved in the administration of our college recruiting program. Our recruiting activities cover approximately 65 schools in all. Recently, I compiled an analysis of our recruiting and hiring trends over the last four years, and I discovered that although we visit a variety of schools, both large and small and geographically diverse, we have the greatest success with students from liberal arts colleges.

My responsibilities also include work on a program which I think is very in-

teresting. Every fall, Bloomingdale's hires about 150 college graduates for the Christmas season. They are hired with the understanding that if they work out well they will be offered permanent employment. Usually these are graduates who are a bit risky, they're not the people we hire right off. This program gives the company the opportunity to take the risk with these graduates, and it gives the employees a chance to see if they like the business. These are not sales positions, but management positions, so whether or not the people continue to work for Bloomingdale's, they've gained some valuable work experience. Actually, that's how I started here.

Deciding Upon a Career in Business

While I really enjoyed my liberal arts experience at college, I knew I wasn't an academic and that I would probably be looking for a career in business. I had accumulated a lot of work experience during the summers, working behind-the-scenes in management-type positions in restaurants. Originally I thought I might continue in restaurant work. But I gradually changed my mind. I interviewed with Bloomingdale's for the Christmas season program and was hired. I began in a merchandising training program and eventually made a move over to recruiting.

What Liberal Arts Skills Do You Use in Your Job?

I think the most important skills or traits that I brought to this job as a result of my liberal arts education was an analytical mind, the ability to be flexible, and the ability to apply myself to different problems. I think you develop these as a result of a diverse educational background. I think that psychology has been helpful, but I almost think that it's the whole experience more than any particular course or major that's most important.

As I tell people who are hesitant about their background when interviewing, if you have a good mind you can pick up many business skills very easily once you're in the environment. The experience you gain in a liberal arts program will never be offered to you in business. You've got to get it when you can.

Advice

I think that students should make sure that they have a diversified education. At the same time, they should use their summers to get as much experience of the "real" world as possible. They should try hard to get positions that are a bit more than superficial, management-type positions if possible. Students have good reason to sell their liberal arts education. It is important to take the time to really think about what you've learned in the past three or four years, what kind of jobs seem attractive. All that should be done before the first interview. From all that I've seen, your major is not really that important if you can show that whatever it was, you did it well. Retailing is one industry where liberal arts students have done very well.

Part III
The Search Process

The process from inspiration to employment can be long, arduous, and often frustrating. It has several steps, culminating in the interview and (we hope) job offer. This section represents material describing the different stages of the process, with useful information from both corporate and college advisers. The contents of this section include:

A. Self-Assessment
Thinking about your skills, your likes and dislikes, and your accomplishments must occur before you can articulate those qualities to a prospective employer (from *Careers in Focus*, published by the CIGNA Corporation, formerly Connecticut General Corp.).

B. Sample Resumes
Effective presentation of your qualifications in writing is done by your resume. Seven examples show different ways to arrange the information (from *For Your Action* by Wayne Wallace, Pamela French Wagner, Nancy Pentecost, and Pam Houston).

C. The Interview
The corporate recruiters we surveyed stressed the importance of a personal interview. Two excerpts describe preparation for the interview, stressing research about the firm you are considering, and the interview itself, including what to expect (from *College Placement Annual* (1980), published by the College Placement Council and *Caterpillar Careers*, published by Caterpillar Tractor Company.)

D. After the Interview
In addition to leading to a job, an interview can also be a learning experience. You will probably learn the most from those interviews that do not result in an offer! The interview evaluation form suggests ways to assess your success as an applicant (from *For Your Action* by Wayne Wallace, Pamela French Wagner, Nancy Pentecost, and Pam Houston).

E. Keeping Records
If you are applying for a number of positions, you should keep careful records so you don't forget a step. The job search progress record suggests a useful form for keeping necessary information in an easily accessible format (from *College Placement Annual).*

F. The Final Decision
Some students are so delighted to get a job offer that they fail to evaluate the appropriateness of the position to their own objectives. The job offer checklist reminds the hasty applicant that a desirable job should match the student's strengths and should provide a first step in a career path that is worth exploring. The final decision should be based on all the research and analysis that can be applied (from *For Your Action* and *College Placement Annual).*

This section, then, combines useful advice from several sources to guide you in the search process. Liberal arts students in particular must prepare carefully at all stages in the process, since they often need to be more aggressive and persuasive than their technically trained classmates. The suggestions presented here direct you to effective techniques for finding a rewarding job in business.

A. Self-Assessment

It is in your best interest and ours that you make a sound career decision. Of course, your career should be rewarding, and we want people who will be committed to their work. We have included these self-assessment exercises so that you can focus your thoughts about yourself and your career in relation to the positions we offer. A thorough analysis of your accomplishments, relevant experiences, skills, abilities, and career and life goals will help you make your career decision.

Accomplishments. Think of some of the things you have done well—in school, work, outside activities. Usually your accomplishments reflect both your interests and your special abilities. Then consider why these accomplishments were satisfying to you. They may indicate what you will find satisfying in the future.

	Accomplishments	**Reasons for satisfaction**
Work-related		
School-related		
Other		

Experiences. Just as the jobs we described in the previous sections of this brochure have been analyzed based on the activities they involve, your experiences in school, work and outside activities can be thought of in the same way. Take some of the accomplishments you have identified and describe them in terms of the activities listed below. (You can refer to page 1 for definitions of the categories.) By thinking through your accomplishments in these terms you will be able to understand better which activities will give you the most satisfaction.

	What you've done	**What you liked about it**	**What you didn't like about it**
Analyzing/Decision Making			
Structuring/Designing			

© CIGNA Corporation. Reprinted with permission.

	What you've done	What you liked about it	What you didn't like about it
Administering/ Coordinating			
Consulting/Advising			
Selling/Servicing			
Supervising/Managing			
Learning/Developing			

© CIGNA Corporation. Reprinted with permission.

Skills and interests. Our entry-level positions vary according to the qualifications that candidates are expected to possess or develop. In this exercise you should first consider those things you can do or interests you have. Next, consider whether you like to do these things or whether you would like to develop your interests in these areas. Then, examine your profile of skills and interests in light of the qualities desirable or necessary for each of our entry-level positions.

A—Very important
B—Important
C—Less important
NA—Does not apply

	Check here											
	You can do	You want to do	Underwriting	Claim	Sales	Loss Control	Actuarial (Life & Property/Casualty)	Actuarial (Group Pension)	Accounting	Data Processing	Mortgage & Real Estate
Selling			C	B	A	A	C	C	NA	C	A
Communicating orally			A	A	A	A	A	B	A	B	A
Communicating in writing			A	A	B	A	A	B	B	C	A
Negotiating			A	A	B	A	B	NA	A	C	B
Resolving conflicts			C	A	B	B	C	NA	C	B	B
Providing service			B	A	A	C	C	A	C	B	B
Directing others			C	B	C	C	B	C	C	C	C
Planning			C	C	B	B	B	A	A	A	A
Organizing			B	C	B	B	B	A	A	A	C
Researching			B	B	C	B	B	B	B	A	A
Decision making			A	B	B	B	A	A	B	B	C
Analyzing			A	A	B	A	A	A	A	A	A
Working with numbers			A	C	A	C	A	A	A	B	B
Persuading			B	B	A	A	B	C	C	C	B
Engineering			NA	NA	NA	C	NA	NA	NA	C	C
Investigating			B	B	C	B	C	NA	B	A	C
Creating			C	C	B	C	B	NA	C	A	B
Persevering			B	C	A	C	B	C	C	B	C

© CIGNA Corporation. Reprinted with permission.

Goals. It is also important to identify your work and life goals. The relative importance of these goals will probably change as you develop, and you should think about them both in the short run (one to two years) and longer term (five to ten years). Now, rank the following goals in importance in both time frames.

0—Does not apply
1—Very important
2—Important
3—Not important

	Short term (1–2 years)	Longer term (5–10 years)
1. Personal feeling of achievement		
2. Continuous growth in knowledge, skills and ability		
3. Opportunity for job advancement		
4. Increase in responsibility and authority		
5. New and challenging experiences		
6. Varied and frequently changing activities		
7. Routine, systematized and stable activities		
8. Flexible, non-structured work environment		
9. Structured, regulated and predictable work environment		
10. Frequent and open interpersonal contact with others		
11. Independent activity requiring infrequent supervision		
12. Opportunity to create, express yourself		
13. Economic security		
14. Lack of pressure or external constraints		
15. Status, esteem, recognition, respect of others		
16. Maximum personal time for family and/or personal interests		
17. Travel and frequent "change of scenery"		
18. Authority and control over others		

© CIGNA Corporation. Reprinted with permission.

B. Sample Resumes

The resume can be the single most important tool in your job search. It represents your experience and qualifications to prospective employers; with a cover letter, it is often your first approach in the job search process. Because so many decisions are made on the basis of the resume alone, the hours required to prepare a good one are time well spent. Actually, the hours should be spent in preparing several resumes, since no one document can meet all needs.

The sample resumes that follow are reprinted from *For Your Action: A Practical Job Search Guide for the Liberal Arts Student* by Wayne Wallace, Carol French Wagner, Nancy Pentecost and Pam Houston (Indiana University Press, 1982). While each resume includes similar types of information, the arrangement of that information depends on your experiences and your objectives. The reverse chronological resume is the most common form of presenting work experience. The position-oriented resume focuses more on positions and duties than on dates and employers. It is most effective when previous positions are likely to have a favorable impact upon the employer. The functional skills resume allows the individual with relatively little experience to present skills developed in school, volunteer experiences, and extracurricular activities. Combinations of these styles allow the writer to create a resume that presents skills and background in the most favorable light.

In every case, the resume should be positive and action oriented. The samples printed here demonstrate effective presentations of past accomplishments.

SAMPLE #1 The Reverse Chronological Resume

JOHN W. BROWN

253 Franklin Street
Chapel Hill, NC 27514
home (919) 966-4122
work (919) 966-4233

after May 14, 1983
759 Woodward Avenue
Greensboro, NC 27408
(919) 288-6433

JOB OBJECTIVE

Desire a position as personnel assistant or interviewer with opportunity to advance into Labor and Industrial Relations.

EDUCATION

B.A., May, 1983, University of North Carolina, Chapel Hill, North Carolina
Major: Sociology
Minor concentration: Personnel and Industrial Relations

Course Highlights

Manpower Resources and Development
Wage and Salary Administration
Sociology of Work
Introduction to Labor Economics
Collective Bargaining: Practice and Problems

SUMMER AND PART-TIME EXPERIENCE

9/82-5/83 Wilson's Clothing Store, Chapel Hill, North Carolina
Evening Manager - recorded sales, assisted customers, responsible for inventory control, supervised two salesclerks.

Summer 81 Office of Equal Opportunity, Kansas City, Missouri
Federal Summer Intern - Program Assistant, performed a variety of duties relating to civil rights legislation and departmental policies on equal opportunity.

Summers 79 & 80 Martin's Machine Shop, Greensboro, North Carolina
Quality Control Inspector.

Summer 78 Abord Company, Greensboro, North Carolina (tool manufacturer)
Production Clerk - record clerk in payroll office.

PERSONAL QUALITIES

Fair-minded, persuasive, responsible, and congenial.

COLLEGE ACTIVITIES

Industrial Relations Society President, 1982-83
Intramural Athletics

REFERENCES

Will be furnished upon request.

SAMPLE #2 The Position-Oriented Resume

SUSAN FOX

Current address:
23 High Street
Chicago, IL 60601
(312) 501-0000

Permanent address:
1245 Arlington Avenue
Rockford, IL 61107
(815) 962-1132

OBJECTIVE — Seeking a position as an Assistant Director of a Family Service related agency.

AREAS OF KNOWLEDGE AND EXPERIENCE

- Community Research
- Interagency Referral
- Case Reporting
- Interviewing
- Problem Identification
- Treatment Application
- Family/Home Evaluation
- Recreational Programming
- Group Work
- Writing/Editing

EXPERIENCE

Youth Counselor....Westville State Farm, Westville, Illinois (August, 1982 to present).

Provide individual and group counseling in a rehabilitation program for adjudicated delinquents. Interview families of residents and prepare social histories. Assist in coordinating cottage program activities.

Family Service Assistant....Chicago Youth Centers, Chicago, Illinois (Summers 1979 and 1980).

Assisted with the operation of neighborhood center which provided programs of informal education, recreation, and counseling to strengthen family relationships. Planned and directed programs in social activities, health and physical education. Directed a children's play which was performed for the families in the neighborhood.

Community Researcher....South Shore Hospital, Chicago, Illinois (September, 1980-May, 1981).

Volunteered to do study of social service agencies serving clients and patients of hospital. Project required studying literature, interviewing agency staff members, and visiting facilities. Resulted in publication of an Interagency Referral Directory.

Various other part-time jobs enabled me to earn 60% of my college expenses.

EDUCATION

B.A. in English, May 1983
Minor: Psychology
University of Chicago, Chicago, Illinois

REFERENCES

Martha Heald, Director
Westville State Farm
123 Miller Road
Westville, IL 60635
(312) 394-2886

Professor Andrea Jensen
Department of Social Work
Wellesley Hall, Room 019
University of Chicago
Chicago, IL 60611
(312) 255-8651

SAMPLE #3 The Functional Skills Resume

Linda Doe
145 Clark Street
Northampton, Massachusetts 01060
(414) 520-6811 (home)
(414) 524-1137 (office)

CAREER OBJECTIVE:
Interested in an Administrative Assistant position in a Personnel or Affirmative Action office which will offer future career opportunity in management.

SUMMARY OF EXPERIENCE:
Presently work as a Program Planner for Everywoman's Center at University of Massachusetts (Amherst) as well as a Public Relations Consultant for the Affirmative Action Office on the same campus. Other work experiences have included teaching positions at the University of Massachusetts (Amherst) and the University of Illinois (Urbana).

EXPERIENCE:
Administration: Program planner, Everywoman's Center (U. of Mass.) Task Force on Career Development. Determine needs and plan comprehensive services (including counseling, evaluative instruments, skills workshops, job bank, placement, on-the-job negotiation); coordinate existing services and initiate new ones; evaluate and adjust as necessary.

Public Speaking: Have presented technical papers in my field; speaker for Valley Women's Center; organized workshop presentations to publicize career services of the Center; seminars on Affirmative Action, women in nontraditional careers. Language teacher, University of Massachusetts (Linguistics) and at University of Illinois (Russian).

Writing: Editor of Everywoman's Center Handbook "Your Career;" contributing editor to University of Massachusetts Affirmative Action handbook for department heads in Administrative Services, explaining Affirmative Action, policies in violation, compliance procedure. Book review to appear in Slavic Scholarly Journal.

Counseling: Workshop facilitator, Project SELF, University of Massachusetts Continuing Education, "How to Get the Job You Want." Career counselor, Everywoman's Center; how to change fields; resume writing and interview skills.

EDUCATION:

Ph. D. (Linguistics)	University of Massachusetts, Amherst, MA	1981
M.A. (Russian)	University of Chicago, Chicago, Illinois	1975
B.A. (Russian)	Cornell University, Ithaca, New York	1973

COMMUNITY INTERESTS:
Director, University Women's Club Chorus, 1978-79
Orchestra pianist, Amherst Community Musical, 1979-81

PERSONAL STRENGTHS:
Am talented problem-solver; energetic; authoritative yet courteous.

REFERENCES:
Furnished upon request.

SAMPLE #4 The Functional Skills Resume

SUSAN SMITH

115 Lincoln Street
Seattle, Washington 98105
home 206-292-1567
work 206-725-1932 (M-F, 1-6 p.m.)

after May 10, 1983:
152 S. Woodcrest
Olympia, Washington 98501
206-943-1211

CAREER OBJECTIVE

Wish to obtain a position as an operator of a day care center. Ultimate goal is to be a supervisor of a county or area day care program.

EDUCATION

B.A., May, 1983, University of Washington, Seattle, Washington
Major - Home Economics
Concentration - Human Development

COURSE HIGHLIGHTS

Child Development
Family Studies
Family Sociology
Parent-Child Interaction
Marriage and Family Interaction
Adolescent Behavior Seminar

RELATED EXPERIENCE

Supervision of Children: Playground Director responsible for care of fifty children. Supervised five playground aides. YMCA Swimming Instructor. Organized and taught three 10-week classes that met twice a week. Participated in Child Development Practicum. Observed and eventually aided teachers at a day care facility for four hours per week. Part-time babysitter since high school.

Program Planning: Planned and coordinated an activities schedule as Playground Director. Created detailed lesson plans for swimming classes. Attended weekly planning sessions at day care center during practicum and eventually was responsible for planning a total week activity schedule.

Parent Relations: Met with parents as a representative of the playground and swimming programs. Received comments and mediated any problems that occurred. As a College Orientation Leader, gained experience answering questions of concerned parents.

Management/Supervision: Managed a concession stand at an amusement park. Kept records, opened facility, and supervised other employees. As hostess at restaurant, coordinated employees, controlled reservations, and monitored flow of work. Observed duties and responsibilities of day care operator during practicum.

COLLEGE ACTIVITIES

American Home Economics Association
Vice Governor of Residence Hall Floor
Orientation Assistant
Intramural Sports

REFERENCES

Dr. Judith Coser
Vice Principal
Smithton Elementary School
1235 Rockhurst Road
Seattle, Washington 98102
206-725-4381

Mr. Frank Dunn
Assistant Manager
Gold Rush Restaurant
1050 N. Amhurst
Seattle, Washington 98105
206-292-5499

SAMPLE #5 Combination

LYNN DENNY

JOB OBJECTIVE

Desire full-time position in advertising as graphic designer. Particularly interested in using my design and layout skills in production of visual materials.

EDUCATION

B.A., May, 1983, Indiana University, Bloomington, Indiana
Major: Fine Arts/Graphic Design
Minors: Art History and Advertising

SELECTED COURSES

Advanced Graphic Design
Magazine Layout and Composition
Drawing
Photography
Television Graphics
Marketing
Creative Principles in Advertising

EXPERIENCE

1977-83

Sales Clerk, Denny and Daughters, Inc., Cincinnati, Ohio.
(45-50 hours/week, summers and holidays)
Design. Designed newspaper advertisements, brochures, and company logo. Created signs and other graphic materials for store displays.
Advertising. Initiated promotional advertising using various visual media sources.
Layout. Performed layout work for company brochures and newspaper ads.

Summer 1981

Graphic Designer, Brendamours Sporting Goods, Inc., Cincinnati, Ohio.
(40 hours/week)
Design. Designed patches and created logos for little league teams.
Lettering. Used lettering skills in composition of little league shirts and patches.

Summer 1980

Waitress, Indiana University Alumni/ae Family Camp, Elkhart, Wisconsin.
(40-45 hours/week)
Gained experience working with people.

COLLEGE ACTIVITIES

Indiana University Student Foundation:
Publications and Graphics Division Coordinator, Steering Committee, 1982-83. Responsible for program planning, public speaking, and supervision of artists.
Publications and Graphics Committee member, 1981-82. Designed and executed art work for variety of committees.

Alpha Alpha Alpha National Sorority:
Arts Director, 1980-83. Designed all visual materials used by sorority. Painted award winning displays for college events.
Social Chairperson, 1981-82. Planned and directed projects for social events. Reorganized overall program to use more creative ideas.

ADDRESSES

3201 East Third Street
Bloomington, Indiana 47401
(812) 332-9556

After May 10, 1983:
321 Willow Avenue
Cincinnati, Ohio 45215
(513) 821-5676

References available upon request.

SAMPLE #6 Combination

LYNN DENNY

2301 East Third Street
Bloomington, Indiana 47401
(812) 332-9556

After May 9, 1983
324 Willow Avenue
Cincinnati, Ohio 45215
(513) 821-5676

JOB OBJECTIVE

Desire full-time position in advertising as graphic designer. Particularly interested in using my design, layout, and printing knowledge in production of visual materials.

EDUCATION

B.A., May, 1983, Indiana University, Bloomington, Indiana
Major: Fine Arts/Graphic Design
Minors: Art History and Advertising

SELECTED COURSES

Advanced Graphic Design
Magazine Layout and Composition
Drawing
Photography
Television Graphics
Marketing
Creative Principles of Advertising

GRAPHICS EXPERIENCE

Design. Designed logos and patches for little league teams. Created newspaper advertising, brochures, and logo for sausage company. Designed all visual materials used by sorority for various events.

Layout. Performed layout work for advertisements for sausage company. Did layout of promotional posters and signs for various student groups.

Program/project development. Coordinated publications and graphic division for steering committee of Indiana University Student Foundation. Responsible for program planning. Planned and directed sorority projects for college social events. Reorganized overall program to use more creative ideas.

Drawing/painting. Artist for Indiana University Student Foundation. Involved in producing a wide range of visual materials. Painted award winning store windows and sidewalks for various college events.

Advertising/publicity. Planned promotional posters, banners, signs, and brochures. Drew logos for variety of organizations. Initiated newspaper advertising for sausage company.

WORK HISTORY

1977-83, Sales Clerk, Denny and Daughters, Inc., Cincinnati, Ohio. (45-50 hours/week, summers and holidays)

Summer 1981, Graphic Designer, Brendamours Sporting Goods, Inc., Cincinnati, Ohio. (40 hours/week)

Summer 1980, Waitress, Indiana University Alumni/ae Family Camp, Elkhart, Wisconsin. (40-50 hours/week)

COLLEGE ACTIVITIES

Indiana University Student Foundation
Publications and Graphics Coordinator, Steering Committee, 1982-83
Publications and Graphics Committee, 1981-82

Alpha Alpha Alpha National Sorority
Art Director, 1980-83
Social Chairperson, 1981-82

References available upon request.

SAMPLE #7 Well-Organized Content

JAMES ALEXANDER TISHNER

Temporary Address:
201 Maple Street
College Park, Maryland 20740
(301) 345-9876

After May 9, 1983:
188 Minor Avenue
Poughkeepsie, New York 12601
(914) 454-1900

JOB OBJECTIVE

Desire an entry level administrative position with a middle to large metropolitan symphony orchestra with opportunity to advance to management position.

SPECIAL QUALIFICATIONS

Possess background in management, administration, accounting, and business.
Have demonstrated strong sense of responsibility in several positions of leadership.

EDUCATION

B.A., May, 1983, University of Maryland, College Park, Maryland
Major: Political Science
Concentrations: Arts Administration/Business

Course Highlights:

Symphony Management
Dimensions of Arts Administration
Accounting (6 hours)
Computer Science (6 hours)
Marketing
Journalism
Business Management

COLLEGE ACTIVITIES

University of Maryland Marching Band (79-83)

- Undergraduate Education Officer (81-83) - Develop and implement systematic approach to familiarize new band members with necessary policies and procedures; responsible for organizing two educational programs per semester for the entire band and staff.
- Pep Band President (79-81) - Schedule Pep Band practices, performances, and administrative meetings; play tuba during Pep Band performances.

Volunteer Corps, College Park Municipal Auditorium (81-83)

- Backstage Host - Gained experience working with different types of performing artists; observed performance managers with various styles and responsibilities.
- Ticket Salesperson and Usher - Acquired overview of sales component of Auditorium management; gained experience dealing with the general public.

Sigma Chi social fraternity (79-83)

Volunteer, College Park Convalescent Center (81-82)

WORK EXPERIENCE

Summers and Holidays 76-83 — Tishner Moving Co., Poughkeepsie, New York
Truck Loader (30 hrs./wk.) and Dispatcher (25 hrs./wk.)

*Earned 100% of my college expenses.

REFERENCES

Available upon request.

C. The Interview

1. Preparing Strategy

The time has come to study the employers you feel offer the best possibilities for you in order to determine which ones you actually want to pursue. Someone described this part of the process by saying, "You should research a company as though you were buying stock in it."

Your career office will have literature from many employers describing their organizations and the employment opportunities they have for college graduates. But don't stop there. Consult other sources of information in your career office or your college library.

Most companies are listed in *Dun and Bradstreet's Million Dollar* or *Half-Million Dollar Directories*. *Thomas's Register* lists manufacturing companies while *Moody's Industrials* covers those firms whose securities are traded. In addition, Moody's publishes books on other types of employers: public utilities, railroads, banks, insurance, real estate. Detailed information about a company's plants, products, and financial performance can be found also in the firm's annual reports or in a prospectus from a stock broker.

It is important to thoroughly research an employer in order to know whether it is worth your time to try to arrange an interview. This minimizes shots in the dark and obvious mismatches. There's another very pragmatic reason for doing your homework before the interview. Nothing turns recruiters off faster than when they start an interview and discover that the candidate knows little or nothing about the firm. You can lose the ball game right at the start. In a 30-minute interview, time is at a premium. If most of it is spent seeking routine information about an employer that you could have learned in advance, there is less opportunity for the interviewer to concentrate on you and what you have to offer the firm.

On the other hand, a recruiter is favorably impressed if a candidate asks probing questions about the firm or seeks clarification of points in a manner which indicates the candidate has done a good research job.

Before the interview, you should know the answers to questions like these:

- What are the company's locations and products or services?
- Has the company shown substantial and consistent growth?
- What is its financial and competitive position in its industry?
- Who are its competitors?
- Has there been, and is there, the promise of technological change?
- What is the breadth of the company's products, programs, or services?
- Does the company have many contracts subject to cancellation?
- What has been the history of layoffs and what have been the basic causes for them?
- What indoctrination, training, and work can you expect during the first few years?
- Does the company promote activities aiding professional growth, such as participation in business societies and seminars?
- Do you know any employees of the company? How do you feel about the firm?

(*College Placement Annual*. Reprinted with permission.)

2. Guide to the Interview

What is an interview?

The interview is the most important aspect of the employment search. In a 20 or 30 minute interview, your personality, educational, work, and experiential background are appraised. It is usually the last and most decisive part of your campaign for the job opportunity you want. Initial contact by letter and resume, by telephone or in person, along with your credentials are a necessary part of your job campaign. However, the interview is

usually the determining factor in who secures the position.

Typically an interview is used as a screening process for the two-way communication of information between the employer and the applicant. It is up to you to make it a success. The interview is your opportunity to learn more about the organization, and it is the company's opportunity to evaluate a prospective employee. It should be a mutually rewarding dialogue for both the interviewer and the interviewee.

Qualities the interviewer looks for:

Personality
Be genuine, self-confident, pleasant and honest. Be yourself.

Articulateness
Express yourself clearly and concisely. Answer questions quickly and in a candid manner.

Alertness
Make your answers and questions relevant and intelligent. Develop your questions prior to the interview.

Enthusiasm
Be enthusiastic, optimistic, and show an appropriate amount of eagerness.

Maturity
Express clear professional goals. Know what you want. Conduct yourself as if you are determined to get the job you are discussing.

Motivation
Show your incentive and willingness through your desire and interest in the job opportunity.

Compatibility
Express, through your behavior, your ability to get along with others.

Preparation
Know relevant information about the company—location, product, and general knowledge about its business purpose. The more you know, the greater impression you will make on the interviewer.

Positive interview tips

Some interviewers like to do most of the talking and judge you by your reactions—the comprehension and intelligence you show. Other interviewers say very little. Their attitude is that it is up to you to sell yourself.

- Approach the interview with a positive attitude and sincere interest in the company.
- Appearance. Good taste is your best guide. Simply remember that you are looking for a job.
- Arrive a few minutes early for the interview.
- Allow the interviewer to initiate the conversation.
- Be friendly, relaxed; be yourself.
- Maintain good eye contact.
- Be courteous at all times.
- Do not monopolize the conversation.
- Be an attentive listener when the interviewer is speaking.
- Respond to questions with more than a yes or no answer.
- Show interest through asking questions. Ask some definite questions about the company.
- Do not try to fill in the silent spots. You may tend to ramble.
- Display your personality and achievements, initiating as well as responding.
- Accentuate the positives. Be optimistic. Display self-confidence, ambition, competitive attitude. Be sure your good points get across to the interviewer.

Questions the interviewer is likely to ask and you should be prepared to answer

- What do you know about our company?
- Why do you want to work for us?
- Tell me about yourself.
- What are your basic interests and your non-job or school-related achievements?
- Why did you decide to attend college?
- How did you choose this particular school?
- How did you choose this particular field of study?
- When did you choose your college major?
- What have been some of the more important aspects of your education?
- What courses did you like best? Least? Why?

Make sure you have some questions ready to ask the interviewer. This will show that you have not only prepared yourself for the interview but it also shows your interest. In addition, many interviewers expect questions to be asked. It could hurt your chances if you remain silent.

(*Caterpillar Careers*, Reprinted with permission.)

D. After the Interview

Interview Evaluation Form

On a one to four scale rate your interview "performance" in the following categories. Consider four as excellent, three as good, two as fair, and one as poor. Try to be as objective as possible. Total your score and record it in the space provided.

This form can assist you in evaluating several interviews and identifying recurrent problems. Compare your totaled numerical scores, and try to learn from each interview.

Verbal	**Interview #1**	**Interview #2**	**Interview #3**	**Interview #4**
1. Expressed appropriate enthusiasm for position.				
2. Included relevant details in answers.				
3. Related former work experience to position.				
4. Avoided criticism of former boss and colleagues.				
5. Focused on personal strengths, accomplishments, and skills.				
6. Answered questions specifically, avoiding vague generalities.				
7. Did not interrupt interviewer.				
8. Asked questions that conveyed personal strengths.				
9. Indicated knowledge of and interest in field and organization.				
10. Discussed how skills acquired through education or work experience are "transferable" to this position.				
11. Conveyed appropriate level of confidence and acceptance of responsibility for self.				
12. Used interviewer's name.				
13. Expressed self clearly with good grammar and clear diction.				

(*For Your Action.* Reprinted with permission.)

	Interview #1	Interview #2	Interview #3	Interview #4
Verbal				
14. Listened attentively to interviewer's questions and comments.				
15. Did not prolong interview unnecessarily.				
16. Clarified decision-making time frame of employer before leaving.				
Nonverbal				
1. Dressed properly for interview—conservative, clean, neat.				
2. Held appropriate posture during interview—not too rigid yet not too slumped.				
3. Maintained eye contact with interviewer(s).				
4. Avoided distracting personal mannerisms.				
5. Spoke firmly at a comfortable rate.				
6. Maintained appropriate facial expression(s).				
7. Avoided using "nonwords," such as "you know," "well," "ok," etc.				
8. Shook interviewer's hand firmly without hesitation.				
Follow-Up				
1. Sent thank you letter to interviewer.				
2. Followed up on any requests made by interviewer during interview.				
TOTALS				

(*For Your Action.* Reprinted with permission.)

PERSONAL JOB SEARCH PROGRESS RECORD

Name _____

EMPLOYER CONTACT PERSON, TITLE ADDRESS/TEL. NO.	METHOD OF CONTACT				RESPONSE FROM EMP		YOUR FOLLOW-UP			INVITATION FOR PLANT/OFFICE VISIT				EMPLOYER RESPONSE		COMMENTS
	Campus Interviews	Letter Resume	Phone Call	Date	Yes	No	Letter	Phone Call	Date	No	Yes	Date of Visit	Location	Salary Offer	No Offer	Accept or Reject Offer

(*College Placement Annual.* Reprinted with permission.)

F. The Final Decision

Job Offer Checklist

Directions: Using the following list of questions as a guide, reflect on the suitability of your various job offers. Use the chart at the right to compare and contrast your two most viable job alternatives. Check the appropriate response for each job offer, add your totals, and indicate them at the bottom. Draw upon this information as you weigh your decision.

	Offer #1		Offer #2	
	Yes	No	Yes	No
1. Will the job use the skills you want to use in your work?				
2. Will the environment be conducive to your productivity?				
3. Will you be able to establish compatible working relationships with your colleagues?				
4. Will the job offer sufficient variety and stimulation?				
5. Will you have the opportunity to continue to learn and grow professionally?				
6. Will the formal and informal lines of communication be open for feedback and suggestions?				
7. Will the purposes of the organization be compatible with your values and priorities?				
8. Will the salary meet your basic needs?				
9. Will the opportunity for upward mobility exist within the organization?				
10. Will you "feel good" about your job?				
11. Are there any additional areas of satisfaction not previously mentioned? _____ _____ _____				
TOTALS				

(*For Your Action.* Reprinted with permission.)

The Final Decision

You've completed the interviews, made some plant visits and, if you're among the lucky ones, have several job offers from which to choose.

Now comes the moment of truth. You have to make a decision.

Remember how you researched the employers before signing up for interviews? It's time to do it again—but more thoroughly. At this point, even more is at stake. Here are some of the things to check out.

Company Environment. Is it a well established organization? A company's growth pattern can be more indicative of stability than its age. Determine the record of sales and profits for the last five years, but do not automatically reject a company because of a temporary downturn due to the economy. Locating with a leader in the industry is normally a sound move, but also consider those competitors who are narrowing the gap. Many times they have excellent opportunities because of their rapid growth.

If you are obtaining a position in a technical field, you will want to investigate the physical equipment which you will be using. And what about the people? Do not judge the organization by the personality of one person but be careful if the person you do not seem to like is your prospective supervisor.

Salary and fringe benefit programs are important, of course, but don't dwell on them to the point where you are more security minded than opportunity minded. Most established organizations have sound benefit programs. They have to in order to remain competitive.

Product Environment. Does the company manufacture a product line or render a service about which you can be reasonably enthusiastic? Is there a continuing or growing demand for these products or services? Are they highly susceptible to downturns in the business cycle?

Job Environment. Ask questions about your first position and future opportunities. Learning the major duties of your first position is a must if you want your choice to be a happy one. The exception would be if you are hired into a formal training program involving rotation of assignments. Far too many graduates leave their first job because they did not learn beforehand what their major duties were. Your best opportunity to determine duties is when you are talking to the department head or to your prospective supervisor. When you do, ask them to tell you about the dark side as well as the bright side. Every job has its negative aspects but they are not necessarily negative in the same degree for all persons. Ask yourself, "Will I be able to live with these negative aspects?"

Find out how your work performance will be reviewed and how often. Formal merit review programs usually are an assurance that consideration of your progress will not be forgotten. However, some excellent organizations prefer to operate informally in this regard.

How much travel will be required? What is the policy regarding transfers or promotions to other cities if the company is a multi-plant or multi-office organization? Check the answers to these questions with your spouse or fiancee. If heavy travel or possible relocation could be a problem, it's better to consider it now than to face a traumatic disruption later.

Size of Firm. Another important point to consider is whether you would be happiest with a large or a small employer. Large firms tend to be more highly systematized in their operations. Their very size demands this. Their size also means that work is divided among employees who are or will be trained specialists. The small company usually is not as highly organized because greater flexibility and versatility are required.

A large company offers greater opportunity for growth because of the greater number of positions existing in the organization. Obviously one also faces more competitors for these positions and is more subject to relocation. A comment frequently made by prospective graduates is, "I think you get lost in those big companies." This is a myth. People with ability and the proper personal traits will be recognized in any organization, no matter how large.

Conversely, the remark that there is "no room to grow" in a small organization is equally false as a generalization. Much depends on whether the small company itself is *experiencing* rather than just *talking* growth. Since you do not face as many competitors in a small firm, promotions may come quickly—or they may not become available for a long period, particularly if your boss is young, healthy, and happy. On the other hand, if your boss is near retirement or decides to move to another employer, you may receive a promotion quickly, providing you are ready for it.

Potential Supervisor. Look for a visionary supervisor, someone who will stretch you, educate you, provide you with a leadership role model, and pull you along.

Location. Then there is the question of Big City versus Small City. The community in which you will work is an important consideration. Compare leisure activities available and check educational and commercial facilities.

(*College Placement Annual.* Reprinted with permission.)

Part IV
Corporate Profiles

This section contains brief profiles of selected companies which responded to AAC's Corporate Hiring and Training Survey. These profiles not only will give you information about specific companies but will provide a broad overview of corporate trends in hiring and training. Remember that these profiles present only a brief sketch of the companies. If you are interested in any particular organization, please contact your college career counselor as well as the department listed at the bottom of each page. These sources, as well as the publications listed in the back of the handbook, will provide you with more detailed information. In addition, as you read the profiles, keep the following factors in mind:

- Recruiters have given us their best estimates of the approximate number of undergraduates hired per year. This number has been calculated based on the average number of students hired over the past three years. Recent economic conditions have forced many companies to curtail their normal hiring patterns. It is important that you keep this factor in mind as you review the profiles.
- While most of the characteristics listed under "qualities of a good applicant" are probably familiar to you, a few may need some clarification. "Previous experience with the company" refers to summer jobs, internships, and part-time positions. "Unusual achievements in recent years" refers to any special activity, project, volunteer or paid position which may be unusual for someone of your age and experience. "Breadth of academic experience" refers to the variety of your college courses.
- The information which appears in the profiles has been taken from the survey responses, except in cases where recruiters supplied recruitment materials and/or written comments. Therefore, the data that are supplied are limited to the scope of the survey form.
- While the survey form only contained the option "campus interviews" in the section which asked recruiters to evaluate effective job search techniques, comments from recruiters indicate that this choice was indeed interpreted to mean personal interviews of all kinds, including but not limited to those conducted on college and university campuses.
- When reviewing the companies profiled in the handbook, remember that the scope of the study dictated that we only include large corporations. Many business careers exist outside the framework of the large corporation. Frequently, smaller companies rely more heavily upon liberal arts graduates for their talent. Statistics on the number of graduates hired by these smaller companies may be difficult to obtain, although your college career counselor can give you the names of the small businesses, real estate firms, advertising agencies, and consulting firms which have hired graduates from your college or university in the past.

Once again, these profiles represent only a small fraction of the businesses hiring liberal arts students. Your own research will uncover many more. Careful reading of these profiles will give you a sense of the diversity of companies that hire people like you for many types of interesting jobs.

Allstate Insurance Company

Approximate Number of Undergraduates Hired Per Year	1000
Percentage of Liberal Arts Graduates	Allstate evaluates applicants on criteria other than undergraduate major.
Description	A division of Sears, Roebuck & Company, Allstate is involved in the sale and service of auto, property, life, health, commercial, and workman's compensation insurance. Overall, the company employs over 40,000 individuals.

* * * * * * * * * * *

Career Opportunities For Liberal Arts Graduates	• Underwriting • Claim adjusting • Computer programming • Supervising
Career Preparation	Allstate accepts applications for employment from undergraduates of all disciplines.
Recommended Courses	There are no specific courses required or recommended for those who are interested in pursuing a career with Allstate.
Qualities of a Good Applicant	• General work experience • Communication skills • Previous experience with the company
Most Effective Job Search Techniques	• Recommendation by college personnel • Campus interviews • Job fairs • Newspaper advertisements • Recommendation by company employees
Training	Allstate Insurance offers both comprehensive group training (two to three weeks) and comprehensive individual training (up to fourteen weeks for computer systems training) to those individuals entering positions in underwriting, claims, sales, and computer systems. In addition, the company provides financial assistance for any course that is job related.
For Further Information	Personnel Director Allstate Insurance Company Allstate Plaza Northbrook, IL 60062

Aluminum Company of America

Approximate Number of Undergraduates Hired Per Year	210
Percentage of Liberal Arts Graduates	5%
Description	The Aluminum Company of America manufactures and markets aluminum and aluminum products.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Sales/Marketing representative
Career Preparation	Recruiters look favorably upon applicants from any of the liberal arts disciplines.
Recommended Courses	Courses in *verbal communications, English, economics* and *finance* help to prepare students for careers with the Aluminum Company of America.
Qualities of a Good Applicant	• Good grades • Communication skills • Extra-curricular activities
Most Effective Job Search Technique	• Recommendation by college personnel
Training	Employees hired for sales and/or marketing positions are enrolled in a twelve-week group orientation program which prepares them to enter their specific positions.
For Further Information	Regional Coordinator of Employment Aluminum Company of America 1501 Alcoa Building Pittsburgh, PA 15219

American Hospital Supply Corporation

Approximate Number of Undergraduates Hired Per Year	300
Percentage of Liberal Arts Graduates	15%
Description	The American Hospital Supply Corporation manufactures and distributes products and services to the health care industry.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Operations management • Sales
Career Preparation	Recruiters report no specific preferences regarding undergraduate liberal arts major.
Recommended Courses	It is advisable for prospective applicants to have had some prior background in any business-related courses before beginning careers with the company.
Qualities of a Good Applicant	• Communication skills • Extra-curricular activities • Unusual achievements in recent years
Most Effective Job Search Techniques	• Campus interviews • Job descriptions sent to colleges • Recommendation by company employees
Training	The American Hospital Supply Corporation offers a three-week short-term training program for all recently hired employees. After this period, individuals are placed in positions throughout the various corporate divisions. In addition to a tuition assistance plan, the company offers in-house workshops and courses designed to develop managerial skills.
For Further Information	College Relations American Hospital Supply Corporation One American Plaza Evanston, IL 60201

Armstrong World Industries

Approximate Number of Undergraduates Hired Per Year	156
Percentage of Liberal Arts Graduates	15%
Description	Formerly Armstrong Cork Company, Armstrong World Industries is involved in the manufacturing and marketing of a wide range of interior furnishings including flooring, carpets, ceiling systems, and furniture. In addition, it has developed specialized items for the building and automotive industries.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Sales • Marketing
Career Preparation	Corporate recruiters do not indicate a particular preference for any discipline or major field of study.
Recommended Courses	Applicants are encouraged to have some preparation in *English, communications,* and *psychology.*
Qualities of a Good Applicant	• Good grades • Communication skills • Extra-curricular activities
Most Effective Job Search Techniques	• Campus interviews • Recommendation by company employees • Individual inquiry by applicant
Training	All recently hired employees receive ten to fifteen weeks of comprehensive group training before starting work assignments. In addition, the company provides educational assistance for individual courses and programs which benefit and/or supplement work assignments.
For Further Information	General Manager Salaried Personnel Services Armstrong World Industries, Inc. Lancaster, PA 17604

Bethlehem Steel Corporation

Approximate Number of Undergraduates Hired Per Year	100
Percentage of Liberal Arts Graduates	15%
Description	The Bethlehem Steel Corporation is a manufacturer of iron and steel products. Its activities also include ship construction and repair, iron ore and coal mining.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Sales • Purchasing • Industrial relations • Finance
Career Preparation	Bethlehem Steel does not favor any particular liberal arts major in its hiring practices.
Recommended Courses	Courses in *English composition, economics, statistics, Fortran computer* and *mathematics* help most to prepare liberal arts students for careers with Bethlehem Steel.
Qualities of a Good Applicant	• Good grades • Breadth of academic studies • Communication skills (very important) • Extra-curricular activities
Most Effective Job Search Techniques	• Campus interviews • Individual inquiry by applicant
Training	Bethlehem Steel offers a variety of different training programs which cater to various career areas. Programs include two week short-term orientation, two week to six month comprehensive group training, and an eighteen month comprehensive individual training program. Tuition credit plans include MBA, MA, and PhD programs.
For Further Information	Senior College Relations Representative Bethlehem Steel Corporation Bethlehem, PA 18016

Bloomingdale's

Approximate Number of Underg. aduates Hired Per Year	100
Percentage of Liberal Arts Graduates	80%
Description	A subsidiary of Federated Department Stores, Bloomingdale's is a retail department store chain employing over 12,000 people.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Assistant department manager • Division superintendent (line management)
Career Preparation	Bloomingdale's hires liberal arts graduates with a variety of academic backgrounds.
Recommended Courses	Recruiters suggest that students prepare for careers with Bloomingdale's by taking courses in *psychology, economics* and *language arts.*
Qualities of a Good Applicant	• Good grades • General work experience • Communication skills • Extra-curricular activities • Unusual achievements in recent years
Most Effective Job Search Techniques	• Campus interviews • Job descriptions sent to colleges • Recommendation by company employees • Individual inquiry by applicant
Training	Recently hired employees are enrolled in comprehensive group training which lasts three to five months.
For Further Information	Executive Placement Bloomingdale's 1000 Third Avenue New York, NY 10022

Blue Bell, Inc.

Approximate Number of Undergraduates Hired Per Year	50
Percentage of Liberal Arts Majors	75%
Description	Blue Bell, Inc., employing almost 30,000 people, is involved in the manufacture of brand name apparel.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Industrial engineering • Manufacturing management • Administrative management
Career Preparation	There are no particular liberal arts majors which are preferred.
Recommended Courses	Blue Bell recruiters suggest that courses in *physics, chemistry* and technical fields help to prepare liberal arts students for training programs and entry-level positions with the company.
Qualities of a Good Applicant	• Communication skills • Extra-curricular activities • Unusual achievements in recent years
Most Effective Job Search Techniques	• Campus interviews • Employment agencies • Individual inquiry by applicant
Training Programs	All recent graduates hired by Blue Bell, Inc. receive comprehensive individual training, lasting between nine and twelve months. Educational assistance is evaluated on an individual basis.
For Further Information	Manager, Management Recruiting Blue Bell, Inc. P.O. Box 21488 Greensboro, NC 27420

Bullock's Department Store

Approximate Number of Undergraduates Hired Per Year	100 (management only)
Percentage of Liberal Arts Graduates	50%
Description	A subsidiary of Federated Department Stores, Incorporated, Bullock's is a retail department store chain which employs over 8,000 people.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Assistant buyer • Merchandise manager • Department manager • Personnel manager • Training manager • Operations manager • Finance division supervisor
Career Preparation	Bullock's recruiters do not indicate any particular preference among liberal arts majors.
Recommended Courses	There are no particular courses which are cited as especially helpful in preparing liberal arts students to enter training programs with Bullock's. However, a course or two in *accounting* is an advantage.
Qualities of a Good Applicant	• General work experience requiring a level of management responsibilities • Communicatio.. skills • Unusual achievements in recent years
Most Effective Job Search Technique	• Campus interviews
Training	All recent graduates hired by Bullock's are enrolled in a three month, comprehensive, group training program prior to being assigned positions within the company's various career divisions, merchandising, finance, or operations.
For Further Information	Manager of College Relations Bullock's Department Store 7th and Hill Los Angeles, CA 90014

Burroughs Corporation

Approximate Number of Undergraduates Hired Per Year	1000+
Percentage of Liberal Arts Graduates	10%
Description	Employing over 50,000 people, the Burroughs Corporation is involved in the manufacturing and marketing of computer systems and related terminals and peripherals; word processing, graphic communication, business forms and supplies, and document management; and computer program products and systems support.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Higher level non-management positions in various departments after completing training programs.
Career Preparation	Due to the highly technological nature of Burroughs industry, recruiters prefer those liberal arts majors with degrees in *mathematics, economics,* and *psychology* over other liberal arts majors.
Recommended Courses	Applicants with liberal arts degrees are urged to have taken courses in business-related areas as well as courses in *computer programming.*
Qualities of a Good Applicant	• Good grades • Specific coursework (in business related subjects) • Communication skills • Previous experience with the company
Most Effective Job Search Techniques	• Recommendation by college personnel • Campus interviews • Recommendation by company employees
Training	All recent graduates receive short-term group orientation lasting one to two weeks. In addition the company offers short-term, in-house individual training and tuition assistance for courses and master's degree programs. The tuition credit plans are only available to those employees who have been on the job for at least three months.
For Further Training	Director of Employment & Placement Burroughs Corporation Burroughs Place Detroit, MI 48232

Cargill, Incorporated

Approximate Number of Undergraduates Hired Per Year	160
Percentage of Liberal Arts Graduates	20%
Description	Cargill is one of the largest and most diversified agribusiness companies in the world. Its subsidiaries and affiliates have over 700 plants and offices in over 48 countries, employing a total of over 40,000 people. Cargill buys, processes, stores, transports and sells bulk commodities on a worldwide basis.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Commodity merchandising • Industrial sales • Personnel
Career Preparation	Although graduates from other disciplines are often hired for entry-level positions, Cargill recruiters look for graduates with degrees in *economics, political science* and *speech/communications.*
Recommended Courses	Applicants should have a background in *economics, political science* and/or *speech/communications.*
Qualities of a Good Applicant	• Breadth of academic experience • Communication skills • Unusual achievements in recent years
Most Effective Job Search Techniques	• Recommendation by college personnel • Campus interviews • Job fairs • Recommendation by company employees
Training	After a short orientation period of three to five weeks, trainees move directly into positions offering real responsibility as well as on-the-job training.
For Further Information	College Programs Manager Cargill, Inc. Box 9300 Minneapolis, MN 55440

Champion International Corporation

Approximate Number of Undergraduates Hired Per Year	450
Percentage of Liberal Arts Graduates	15%
Description	This firm of over 45,000 employees manufactures paper, paper packaging and building materials.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Sales • Administration
Career Preparation	Recruiters express no particular preference regarding major course of study.
Recommended Courses	There are no particular courses which have been cited as helpful in preparing for careers with Champion International.
Qualities of a Good Applicant	• Good grades • Communication skills
Most Effective Job Search Technique	• Campus interviews
Training Programs	Champion International uses most liberal arts graduates in sales positions. All recently hired employees are given a one week group orientation. After one year, employees are eligible for tuition assistance for programs and courses in business or engineering.
For Further Information	Manager of College Relations Champion International Corporation One Champion Plaza Hartford, CT 06114

Chase Manhattan Bank

Approximate Number of Undergraduates Hired Per Year	300
Percentage of Liberal Arts Graduates	50%
Description	The Chase Manhattan Bank is a commercial banking institution, located in New York City, employing over 30,000 people. Banking activities encompass both commercial and consumer services on a worldwide basis.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Relationship management • Product management • Production management • Financial management • Portfolio management • Deal management • Systems management • Staff management
Career Preparation	The Chase Manhattan Bank hires and trains liberal arts graduates from all major disciplines. Some preference, however, is given to those students who have majored in *English, mathematics,* and *economics.*
Recommended Courses	Chase recruiters urge potential applicants to take those courses which develop quantitative or analytical skills.
Qualities of a Good Applicant	• Good grades • Communication skills • Extra-curricular activities
Most Effective Job Search Technique	• Campus interviews
Training	The Chase Manhattan Bank offers an *extremely* wide variety of training programs which prepare recent graduates to enter positions within many different aspects of its banking activities. In addition, the bank offers tuition credit for both individual courses and graduate programs. All training programs are discussed in greater depth in the company's brochure, *Chase: A Commitment to Excellence.*
For Further Information	Manager of College Relations Chase Manhattan Bank 1 Chase Manhattan Plaza—27th Floor New York, NY 10081

Chemical Bank

Approximate Number of Undergraduates Hired Per Year

300

Percentage of Liberal Arts Graduates

25%

Description

The Chemical Bank of New York, a subsidiary of the Chemical New York Corporation, is a large commercial banking institution employing over 16,000 people.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates

- Credit analysis

Career Preparation

Liberal arts degree holders who have majored in *economics* or *political science* are encouraged to apply for entry-level positions with the bank. Other majors are not discouraged from applying.

Recommended Courses

Students interested in preparing for a career with the Chemical Bank should supplement their academic programs with courses in *economics, English, business* and *computer science.*

Qualities of a Good Applicant

- Breadth of academic studies
- Communication skills
- Extra-curricular activities
- Previous experience with the company
- Unusual achievements in recent years

Most Effective Job Search Techniques

- Recommendation by company employees
- Individual inquiry by applicant

Training

The Chemical Bank offers a comprehensive group training program for those employees who are entering positions in lending. Beyond this introductory training, the company sponsors in-house seminars and offers a tuition credit plan for approved college courses. The bank also offers a special credit training course which has been designed to address the needs of liberal arts graduates as they enter the business environment.

For Further Information

Manager of College Relations
Chemical Bank
20 Pine Street
New York, NY 10005

Chrysler Corporation

Approximate Number of Undergraduates Hired Per Year	460
Percentage of Liberal Arts Graduates	10%
Description	Chrysler Corporation is a large, diversified heavy industrial company. It is involved in the manufacturing of automobiles and other products as well as scientific research and engineering.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Automotive manufacturing • Finance/Accounting • Sales, marketing, parts supply, and service
Career Preparation	While other degree holders *may* qualify for employment, Chrysler Corporation looks for liberal arts graduates with degrees in *chemistry, economics, math,* and *physics.*
Recommended Courses	Chrysler recruiters suggest that liberal arts graduates take advantage of electives in *computer science, management business organization,* and *finance* when, and if, available.
Qualities of a Good Applicant	• Good grades • Communication skills • General work experience
Most Effective Job Search Technique	• Campus interviews
Training	• On-the-job training
For Further Information	College Recruiting Chrysler Corporation P.O. Box 1919 Detroit, MI 48288

CIGNA

Approximate Number of Undergraduates Hired Per Year

130

Percentage of Liberal Arts Graduates

40%

Description

CIGNA is a full financial service corporation involved in health and life insurance as well as pensions, estate planning, mutual funds and property and casualty.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates

- Underwriting
- Sales
- Claims
- Actuarials (life and property/casualty and group pension)
- Data processing
- Personnel
- Marketing
- Communications
- Loss control
- Accounting
- Finance

Career Preparation

Although particular career fields require a background in specific disciplines, CIGNA's hiring policies do not particularly favor any major field.

Recommended Courses

Courses in *mathematics, economics,* and *computer science* are thought to be most helpful in preparing students to enter careers at CIGNA.

Qualities of a Good Applicant

- Demonstrated academic success
- Challenging courses
- Communications skills
- Analytical abilities
- Demonstrated initiative
- Results orientation

Most Effective Job Search Technique

- Campus interviews

Training

CIGNA offers a full range of development courses and programs that can supplement career growth. Depending upon entry position, new employees may be placed in a training program which could last from one to nine months.

For Further Information

Robin Huss
Manager of Undergraduate Programs
CIGNA Corporation
Hartford, CT 06152

General Foods Corporation

Approximate Number of Undergraduates Hired Per Year	100
Percentage of Liberal Arts Graduates	40%
Description	The General Foods Corporation manufactures and markets retail grocery products for both the domestic and international markets.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Sales • Promotion
Career Preparation	Although no specific degree holders are discouraged from applying for positions with General Foods, recruiters are looking for students with majors in *English, psychology,* and *economics.*
Recommended Courses	The liberal arts major can best prepare to pursue a career at General Foods by having a background in *communications, business,* and/or *English.*
Qualities of a Good Applicant	• Good grades • Specific coursework • Breadth of academic studies • Communication skills • Unusual achievements in recent years
Most Effective Job Search Technique	• Recommendation by college personnel • Campus interviews • Job descriptions sent to colleges • Recommendation by company employees
Training	All recent graduates hired by General Foods receive comprehensive individual training tailored for their particular position and its responsibilities. General Foods does not offer educational assistance for external training programs.
For Further Information	Manager of College Recruiting General Foods Corporation 250 North Street White Plains, NY 10625

Hallmark Cards, Inc.

Approximate Number of Undergraduates Hired Per Year	100
Percentage of Liberal Arts Graduates	15%
Description	Employing over 16,000, Hallmark Cards, Inc. manufactures and markets a variety of cards and small gifts.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Production management • Creative design • Creative writing • Field sales • Operations research and market research • Personnel • Materials management • Graphic services
Career Preparation	Hallmark looks specifically at liberal arts majors with degrees in *art history, design, English, journalism, marketing, economics, mathematics, statistics, printing, photography,* and *personnel administration.*
Recommended Courses	Courses in above majors help to prepare students for positions at Hallmark.
Qualities of a Good Applicant	• Good grades • Specific coursework • Breadth of academic studies • General work experience • Communication skills • Extra-curricular activities • Unusual achievements in recent years
Most Effective Job Search Technique	• Campus interviews
Training	All recently hired employees receive comprehensive group training lasting between one and eight weeks. In addition, Hallmark offers a special Field Sales Training program and various programs of tuition assistance.
For Further Information	Manager, College Relations Department Hallmark Cards, Inc. 25th and McGee Kansas City, MO 64108

Honeywell, Incorporated

Approximate Number of Undergraduates Hired Per Year	525
Percentage of Liberal Arts Graduates	10%
Description	Honeywell is a large corporation, employing over 70,000 people in the manufacturing and sale of computers and automated control systems.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Sales • Production control
Career Preparation	As a highly technical company, Honeywell looks for liberal arts students with degrees in *math* or *physics*.
Recommended Courses	For those students who have majored in other subject areas, a background in *math* or *physics* is recommended. Previous sales experience is valuable.
Qualities of a Good Applicant	• Good grades • Specific coursework • General work experience • Communication skills
Most Effective Job Search Technique	• Campus interview
Training	Employees entering the field of sales go through a training program consisting of formal classroom study interspersed with on-the-job training for a period lasting between six and eighteen months. In addition, Honeywell offers full tuition aid for approved college courses.
For Further Information	Manager College and University Relations Honeywell, Incorporated Honeywell Plaza Minneapolis, MN 55408

Inland Steel Company

Approximate Number of Undergraduates Hired Per Year	250
Percentage of Liberal Arts Graduates	35%
Description	This heavy industrial company is involved in the manufacturing of steel and steel products, including steel fabrics, housing materials, and mobil homes.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Customer service • Finance/Accounting • Chemists
Career Preparation	The Inland Steel Company looks for applicants who have majored in *chemistry* and *economics*.
Recommended Courses	Courses in *business/finance, written* and *verbal communications* all help to prepare students for careers with the Inland Steel Company.
Qualities of a Good Applicant	• Communication skills
Most Effective Job Search Techniques	• Campus interviews • Recommendation by company employees
Training	All recent graduates hired by Inland Steel receive some sort of training—either short-term group orientation or comprehensive individual training. The company also offers tuition reimbursement for post-graduate education.
For Further Information	Personnel and Training Consultant Inland Steel Company 30 West Monroe Street Chicago, IL 60603

Manufacturers Hanover Trust

Approximate Number of Undergraduates Hired Per Year	300
Percentage of Liberal Arts Graduates	70%
Description	Manufacturers Hanover Trust is the fourth largest commercial bank in the United States, located in New York City, employing over 18,000 people.
	* * * * * * * * * *
Career Opportunities for Liberal Arts Graduates	• Commercial lending—domestic and international • Branch management • Operations—domestic and international
Career Preparation	A bachelor's degree is required. While graduates having a strong education in the non-business field are encouraged to apply, a broad knowledge of business, accounting, finance, and computer science is very helpful.
Recommended Courses	The following courses have been recommended by company recruiters as preparatory for bank work: *accounting, corporate finance, computer science, mathematics, statistics, economics,* and *management.*
Qualities of a Good Applicant	• Good grades • Specific coursework • Communication skills
Most Effective Job Search Techniques	• Campus interviews • Individual inquiry by applicant • Recommendation by company employees • Familiarity with job description
Training	Manufacturers Hanover Trust offers a variety of in-house and external training programs. Initial training includes short-term group training, comprehensive group training, and comprehensive individual training. The bank sponsors in-house management training programs designed for the non-business major as well as a tuition refund program.
For Further Information	Manager of College Relations Manufacturers Hanover Trust Company 350 Park Avenue New York, NY 10022

JC Penney Company, Inc.

Approximate Number of Undergraduates Hired Per Year	1000+
Percentage of Liberal Arts Graduates	50%
Description	Employing over 185,000 people, JC Penney is a retailer of a wide variety of merchandise, including apparel, home and automotive products, drug store merchandise, and insurance. Most of its sales are through stores and catalog operations.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Buyers • Catalog/Inventory • Sales • Systems analysts
Career Preparation	There are no specific fields which are preferred over others.
Recommended Courses	JC Penney recruiters suggest that students prepare for careers with courses which develop communication skills.
Qualities of a Good Applicant	• Good grades • Specific coursework • Breadth of academic studies • General work experience • Communication skills • Extra-curricular activities
Most Effective Job Search Techniques	• Recommendation by college personnel • Campus interviews • Recommendation by company employees
Training	All recent graduates receive short-term group orientation, comprehensive group training, and/or comprehensive individual training. Various programs are designed to meet the needs of specific divisions within the company.
For Further Information	Manager of College Relations JC Penney Company, Inc. 1301 Avenue of the Americas New York, NY 10019

The Quaker Oats Company

Approximate Number of Undergraduates Hired Per Year	100
Percentage of Liberal Arts Graduates	15%
Description	Established over 100 years ago by several independent millers, the Quaker Oats Company has grown from the world's largest oatmeal company to a diversified multi-national business which includes a full range of grocery products, children's toys, and specialty chemicals.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates	• Sales • Marketing • Data processing • Production supervision
Career Preparation	Quaker Oats employs liberal arts graduates with degrees in *communications, English, speech, mathematics* and the *sciences*.
Recommended Courses	Courses in the *hard sciences, communications, data processing, accounting/finance, human resources* and *management* will help prepare the liberal arts graduate to enter entry-level positions with the Quaker Oats Company.
Qualities of a Good Applicant	• Good grades • General work experience • Communication skills • Unusual achievements in recent years
Most Effective Job Search Technique	• Campus interviews
Training	Training programs at The Quaker Oats Company are highly individualized to reflect the particular skills necessary for success in each of its many divisions. Generally, all recently hired employees in the field of sales, marketing, and computer science are given either short-term group training and/or comprehensive individual training. In addition, the company sponsors workshops for skills development as well as full tuition reimbursement for approved courses and programs.
For Further Information	Manager of College Relations The Quaker Oats Company Merchandise Mart Plaza Chicago, IL 60654

The Standard Oil Company (California)

Approximate Number of Undergraduates Hired Per Year

800

Percentage of Liberal Arts Graduates

4%

Description

Employing over 42,000 persons, the Standard Oil Company of California is a diversified petroleum and petrochemical company.

* * * * * * * * * * *

Career Opportunities for Liberal Arts Graduates

- Computer science/Programming/Systems analyst
- Accounting/Auditing/Finance

Career Preparation

Recruiters at the Standard Oil Company look for graduate with degrees in *chemistry, math,* and *geology.*

Recommended Courses

Liberal arts majors who have not taken degrees in *chemistry, math,* or *geology* should prepare for a career with the company by taking electives in these disciplines.

Qualities of a Good Applicant

- Good grades
- Breadth of academic studies
- Communication skills
- Previous experience with the company

Most Effective Job Search Techniques

- Recommendation by college personnel
- Campus interviews
- Job descriptions sent to colleges

Training

All employees receive some individual or short-term group training. In addition, Standard Oil of California offers tuition assistance for employees interested in pursuing a master's degree in engineering, a master's degree in management information systems or an MBA. In addition, employees interested in obtaining a law degree may apply for tuition assistance from the company.

For Further Information

Professional Employment Office
Standard Oil Company of California
P.O. Box 7173
San Francisco, CA 94120-7137

The Standard Oil Company (Ohio)

Approximate Number of Undergraduates Hired Per Year	200
Percentage of Liberal Arts Graduates	15%
Description	The Standard Oil Company of Ohio is an integrated petroleum and chemical company involved in the refining and marketing of petroleum products.
	* * * * * * * * * *
Career Opportunities for Liberal Arts Graduates	• Marketing • Management/Computer systems
Career Preparation	Standard Oil recruiters indicate no particular preference in liberal arts majors.
Recommended Courses	Some background in *English, math,* or *psychology* will help prepare students to enter careers with the company.
Qualities of a Good Applicant	• Good grades • Breadth of academic studies • General work experience • Communication skills • Previous experience with the company
Most Effective Job Search Techniques	• Recommendation by college personnel • Campus interviews
Training	Employees receive comprehensive individual training which varies in length according to the positions being filled. In addition, the Standard Oil Company offers tuition assistance for employees enrolled in MBA programs.
For Further Information	College Relations and Recruitment Office The Standard Oil Company (Ohio) Midland Building Cleveland, OH 44115

RESOURCES

Beck, Robert E. *Career Patterns: The Liberal Arts Major in Bell System Management.* Washington, DC: Association of American Colleges, 1981.

Bolles, Richard N. *What Color is Your Parachute? A Practical Manual for Job Hunters and Career Changers.* Berkeley, CA: Ten Speed Press, 1973.

Careers in Focus. Hartford, CT: CIGNA Corporation (formerly Connecticut General Corporation), n.d.

Career Opportunities Directory Vol. 1, Liberal Arts and Sciences: A Guide to Career Employment Opportunities for Graduates in the Liberal Arts and Social Sciences. Santa Monica, CA: Ready Reference Press, 1979.

Caterpillar Careers. Peoria, IL: Caterpillar Tractor Co., n.d.

College Placement Annual. Bethlehem, PA: College Placement Council, 1980.

Directory of Career Training and Development Programs. Santa Monica, CA: Ready Reference Press, 1979.

Irish, Richard K. *Go Hire Yourself an Employer.* Garden City, NJ: Anchor Press/Doubleday, 1972.

Jackson, Tom, and Mayleas, Davidyne. *The Hidden Job Market for the 80's.* New York: New York Times Books, 1981.

Lathrop, Richard. *Who's Hiring Who.* Berkeley, CA: Ten Speed Press, 1977.

Thain, Richard J. *The Managers: Career Alternatives for the College Graduate.* Bethlehem, PA: College Placement Council, 1978.

Wallace, Wayne; Wagner, Pamela French; Pentecost, Nancy; and Houston, Pam. *For Your Action: A Practical Job Search Guide for the Liberal Arts Students.* Bloomington, IN: Indiana University Press, 1982.